DOCUMENT RESUME

ED 384 767 CE 069 450

TITLE	Agricultural Education I. Teacher Edition. Second Edition.
INSTITUTION	Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE	96
NOTE	822p.; For related Student Workbook (Parts 1 and 2), see CE 069 451.
AVAILABLE FROM	Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. AG1001: $148).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF05 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Agricultural Education; Agricultural Engineering; *Agricultural Production; Animal Husbandry; Behavioral Objectives; *Course Content; Educational Resources; Field Crops; Leadership Training; *Learning Activities; Occupational Safety and Health; *Recordkeeping; Secondary Education; Student Organizations; *Teaching Methods; Test Items; Work Experience Programs
IDENTIFIERS	Future Farmers of America

ABSTRACT

This instructor's manual and resource package are intended to aid teachers in teaching a basic framework of knowledge in the areas of agricultural production and record keeping. The manual contains the following items: upfront pages (content information and information on measuring student performance gains, required criteria for a competency-based education program, and corrections and suggestions); a curriculum and duty/task crosswalk; a basic skills matrix; instructor's guide, answers to assignment sheets and tests, and test code sheets for each of the 22 units; and an instructional supplement (one set for all of the basic skills enablers appearing in the book). The instructor's guides to the units include required and optional activities, focus assignments, general instructions, objectives, evaluation, lists of required and optional resources, and unit references. The 22 units are organized in 6 sections that cover the following: (1) orientation and safety; (2) leadership and Future Farmers of America; (3) supervised occupational experience programs; (4) animal science; (5) plant science; and (6) agricultural mechanics. The resource package contains the following items: one set per each of the 22 units of Learning Activity Package (LAP) sheets, transparency masters, written test, handouts, and other required materials as needed. Also included are a basic skills matrix and competency profile. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

B Frazier

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED 384 767

CE069450

Agricultural Education I

Second Edition

BEST COPY AVAILABLE

CIMC

Teacher Edition

95-011512

Oklahoma Department of
Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

2

AG1001

Agricultural Education I

Second Edition

Instructor's Manual

Upfront

Instructor's Guide

Answers

Test Code Sheets

Developed by the
Curriculum and Instructional Materials Center
for the Division of Agricultural Education
Oklahoma Department of Vocational and Technical Education

Copyright 1996

Oklahoma Department of Vocational and Technical Education
Curriculum and Instructional Materials Center

All rights reserved.

Printed in the United States of America by the
Oklahoma Department of Vocational and Technical Education
Stillwater, Oklahoma 74074-4364

This publication, or parts thereof, may not be reproduced in any form by photographic, electrostatic, mechanical, or any other methods for any use including information storage and retrieval, without written permission from the publisher.

The Oklahoma Department of Vocational and Technical Education does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, or qualified handicap.

TABLE OF CONTENTS

Instructor's Manual

Upfront

Foreword v
Preface vii
Acknowledgments ix
Use of this Publication xiii
Basic Skills in Curriculum xix
Measuring Student Performance Gains xxiii
Required Criteria for a Competency-Based Educational Program xxv
Corrections and Suggestions xxvii

One set per unit of the following components:

- Instructor's Guide
- Answers
- Test Code Sheets

Instructional Supplement (one set for all units)

Instructor's Resource Package

One set per unit of the following components:

- LAP Sheet
- Transparency Masters
- Written Test
- Other required media

Student Workbook

One set per unit of Objective Sheets, Information Sheets, Assignment Sheets, and Job Sheets for the following units:

SECTION A — ORIENTATION

Unit 1 Orientation to Agricultural Education A1-1
Unit 2 Agricultural Safety A2-1

SECTION B — LEADERSHIP

Unit 1 Introduction to FFA B1-1
Unit 2 Parliamentary Procedure B2-1
Unit 3 Making a Group Presentation B3-1

SECTION C — SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

Unit 1 Orientation to FFA Record Keeping C1-1
Unit 2 Inventories and Net Worth C2-1
Unit 3 Record-Keeping Transactions C3-1
Unit 4 Depreciation C4-1
Unit 5 Closing Records C5-1

SECTION D — ANIMAL SCIENCE

Unit 1 The Livestock Industry D1-1
Unit 2 Beef Breeds and Selection D2-1
Unit 3 Swine Breeds and Selection D3-1
Unit 4 Sheep Breeds and Selection D4-1
Unit 5 Dairy Breeds and Selection D5-1
Unit 6 Horse Breeds and Selection D6-1
Unit 7 Livestock Feeding D7-1

SECTION E — PLANT SCIENCE

Unit 1 Introduction to Plant Science E1-1

SECTION F — AGRICULTURAL MECHANICS

Unit 1 Agricultural Mechanics Orientation and Safety F1-1
Unit 2 Arc Welding F2-1
Unit 3 Metalwork F3-1
Unit 4 Oxy-Gas Cutting F4-1

FOREWORD

Agriculture is a diverse and ever expanding myriad of opportunity. Careers in agriculture run the gamut from production to ag business to science and technology. However, to be successful in any area of endeavor, one must be prepared with a solid foundation of knowledge and skills. The *Agricultural Education I* materials were developed and now revised for the purpose of providing that base of information. In addition, as careers in agriculture continue to change and expand, it is essential that the core of information introduced to students prepares them to be multi-skilled and flexible to meet the needs of today's business and industry.

Students studying *Agricultural Education I* will be the leaders in the agriculture industry. It is important that the information made available to them is connected to options. This publication is designed to inform and educate students in agriculture. This broad base of core knowledge will open windows of opportunity in a variety of skill areas and prepare them with transferable knowledge that can be used in every day life.

Appreciation is expressed to the individuals who contributed their time and expertise in updating and revising this important publication.

Eddie Smith
State Supervisor
Agricultural Education
and State FFA Advisor

PREFACE

As the introductory book of the agriculture series, *Agricultural Education I* has been designed to provide a basic framework of knowledge in the areas of production agriculture and record keeping. This knowledge base will allow the student to begin a project, have some idea of the scope of their particular interest area, and see how the different areas of production agriculture are connected. Once these skills are mastered, the student can move on to specialize in any area of production agriculture or agribusiness.

This second edition of *Agriculture Education I* contains not only updated material but is presented in a new format that is more efficient for instructors and students as well. We also believe that the many new videos and other materials listed as optional resources will make this a more productive and enjoyable learning experience for students.

Randy Kirk
Instructional Development Specialist
Curriculum and Instructional Materials Center

ACKNOWLEDGMENTS

I would like to express my appreciation to those involved in the revision of this publication. Many Oklahoma agricultural education teachers reviewed this material and made suggestions that were incorporated into this final product. We are very grateful for their support.

Thanks go to Don Roberts at O.T. Autry AVTS in Enid for reviewing the record keeping units.

The staff of the Agricultural Education Division is always supportive of these projects and I would like to express my gratitude for their backing, especially Phil Berkenbile, Assistant State Supervisor, and Eddie Smith, State Supervisor.

The writer who revised and formatted this material was Cathy Butler-McBee. Thanks go to Cathy for a fine job. I would also say thank you to Ann Johnston who edited these units and Judith Armstrong who proofread the final result.

I would like to express my appreciation to Bob Davis and everyone in the Art Department for their work on this project.

At the Curriculum and Instructional Materials Center, my thanks go to the following individuals:

Lynna Ausburn
Development Coordinator

Billie Frazier
Copy Specialist

John Friedemann
Team Leader

Bob Henderson
Warehouse Worker

Kathleen Kincaid
CIMC Marketing

Darrell Stiles
Warehouse Manager

Charlotte Tarkington
Format Specialist

Brenna Tillman
Publications Supervisor

Terri Tomson
Secretary

Claire Zevnik-Hart
Technical Communications Specialist

Finally, thanks to the original writers, editors, and committee members who completed the initial work.

Randy Kirk
Instructional Development Specialist

AGRICULTURE EDUCATION I
Second Edition
COMPETENCY PROFILE

Instructor: ______________________ Date: ______________________

Program: ______________________ Grade: ________ School: ______________________

Name: ______________________ Soc. Sec. No: ______________ Phone: ______________
Last First Middle

Address: ______________________ Date of Birth: _____—_____—_____ Age: ________ Sex: ________

In Case of Emergency, Contact: ______________________ Address: ______________________ Phone: ______________

or

______________________ Address: ______________________ Phone: ______________

Insurance Co: ______________________ Insurance No: ______________________

Family Doctor: ______________________ Office Phone: ______________ Home Phone: ______________

Allergies/Handicaps: ____
(Please Specify)

The above information can be used for school records and/or to ensure safety of students. This confidential information is not to be released to employers or the general public.

Date of Enrollment : _____ — _____ — _____ Total Hours Absent: ________ Total Lab Hours: ________

Date of Withdrawal: _____ — _____ — _____ Total Class Hours: ________ Total Hours Tardy: ________

Date of Completion: _____ — _____ — _____ Total On-The-Job Training Hours: ________

ON-THE-JOB TRAINING/WORK EXPERIENCE

Duration of Employment	Job Title	Supervisor's Name	Address of Employer	Phone

CIMC Copyright 1995. Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074-4364.

SPECIFIC JOB COMPETENCIES

DIRECTIONS Evaluate the trainee using the rating scale below, and check the appropriate number to indicate the degree of competency. The numerical ratings of 4, 3, 2, 1, and 0 are not intended to represent the traditional school grading system of A, B, C, D, and F. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

Rating Scale 4 — **Skilled** — can perform job independently with no additional training.
3 — **Moderately Skilled** — has performed job independently during the training program; limited additional training may be required.
2 — **Limited Practice** — has practiced job during training program; additional training is required to develop skill.
1 — **Exposure Only** — general information provided with no practice time; close supervision needed and additional training required.
0 — **No Exposure** — no information or practice provided during training program; complete training required.

ORIENTATION

4 3 2 1 0
☐☐☐☐☐ *Orientation to Agricultural Education*
☐☐☐☐☐ 1. State reasons for studying agricultural education
☐☐☐☐☐ 2. State the purpose of the Supervised Agricultural Experience Program
☐☐☐☐☐ 3. Distinguish between types of Supervised Agricultural Experience Programs
☐☐☐☐☐ 4. List benefits of the Supervised Agricultural Experience Program
☐☐☐☐☐ 5. List responsibilities of an FFA member
☐☐☐☐☐ 6. List FFA activities
☐☐☐☐☐ 7. Match FFA contests to their correct descriptions and/or activities
☐☐☐☐☐ 8. Match FFA degrees to their correct descriptions
☐☐☐☐☐ 9. State the purpose of FFA Foundation Awards
☐☐☐☐☐ 10. List local, state, and national awards available through the FFA award program
☐☐☐☐☐ 11. State the purpose of the FFA scrapbook
☐☐☐☐☐ 12. Select an FFA judging contest in which to participate
☐☐☐☐☐ 13. Evaluate requirements for the FFA Greenhand degree
☐☐☐☐☐ 14. Select an FFA project for the Supervised Agricultural Experience Program
☐☐☐☐☐ 15. ____________________
WRITTEN TEST SCORE ____________

4 3 2 1 0
☐☐☐☐☐ *Agricultural Safety*
☐☐☐☐☐ 1. List major agricultural safety areas
☐☐☐☐☐ 2. Identify standard hand signals used when operating farm equipment on public roads
☐☐☐☐☐ 3. Label hand signals used in machinery operation communications
☐☐☐☐☐ 4. State safety precautions to observe when operating general farm machinery and equipment
☐☐☐☐☐ 5. Select from a list regulations concerning use of the slow-moving vehicle (SMV) emblem
☐☐☐☐☐ 6. Distinguish between safe practices for operating a tractor to prevent side overturns and safe practices for operating a tractor to prevent rear overturns
☐☐☐☐☐ 7. State safety precautions to observe when refueling equipment
☐☐☐☐☐ 8. State safety precautions to observe when handling farm animals
☐☐☐☐☐ 9. Make recommendations to correct safety hazards
☐☐☐☐☐ 10. ____________________
WRITTEN TEST SCORE ____________

LEADERSHIP

4 3 2 1 0
☐☐☐☐☐ *Introduction to FFA*
☐☐☐☐☐ 1. Select from a list requirements for FFA membership
☐☐☐☐☐ 2. Select from a list the types of FFA membership
☐☐☐☐☐ 3. State the code of ethics for FFA members
☐☐☐☐☐ 4. List the colors of FFA and the parts of the FFA emblem
☐☐☐☐☐ 5. State the meaning of each part of the FFA emblem
☐☐☐☐☐ 6. State proper uses of the FFA jacket
☐☐☐☐☐ 7. List the essentials of an effective FFA chapter
☐☐☐☐☐ 8. List the characteristics of a successful FFA meeting
☐☐☐☐☐ 9. List the purposes of the State FFA Association
☐☐☐☐☐ 10. List names of state FFA officers and selected members of the state agricultural education staff
☐☐☐☐☐ 11. List the official FFA publications
☐☐☐☐☐ 12. List examples of activities that a local chapter can participate in or sponsor during National FFA Week
☐☐☐☐☐ 13. Recite the FFA motto
☐☐☐☐☐ 14. Recite the FFA creed
☐☐☐☐☐ 15. Use the *Official FFA Manual*
☐☐☐☐☐ 16. Prepare for the FFA Greenhand Quiz contest
☐☐☐☐☐ 17. ____________________
WRITTEN TEST SCORE ____________

4 3 2 1 0
☐☐☐☐☐ *Parliamentary Procedure*
☐☐☐☐☐ 1. Select from a list the purposes of parliamentary procedure
☐☐☐☐☐ 2. State the function of the gavel
☐☐☐☐☐ 3. Identify methods of voting
☐☐☐☐☐ 4. Discuss types of motions
☐☐☐☐☐ 5. Match types of motions to their correct classifications
☐☐☐☐☐ 6. Match parliamentary procedures to their correct uses during a meeting
☐☐☐☐☐ 7. Arrange in order the steps in the progression of a motion (Rule of Eight)
☐☐☐☐☐ 8. State the purpose of a motion to amend
☐☐☐☐☐ 9. List ways to amend a motion
☐☐☐☐☐ 10. Select from a list the duties of a chapter president
☐☐☐☐☐ 11. List the desired characteristics of a chapter parliamentary procedure team member
☐☐☐☐☐ 12. Discuss parliamentary procedure motions
☐☐☐☐☐ 13. Answer questions about parliamentary procedure
☐☐☐☐☐ 14. Process a motion using the Rule of Eight
☐☐☐☐☐ 15. Use parliamentary procedure to conduct or participate in a mock chapter meeting
☐☐☐☐☐ 16. ____________________
WRITTEN TEST SCORE ____________

4 3 2 1 0
☐☐☐☐☐ *Making a Group Presentation*
☐☐☐☐☐ 1. Define components of communication
☐☐☐☐☐ 2. Match types of presentations to their correct descriptions
☐☐☐☐☐ 3. Select from a list guidelines for preparing an effective speech
☐☐☐☐☐ 4. Arrange in order steps to follow in writing a speech
☐☐☐☐☐ 5. List resources to use when gathering information for a speech
☐☐☐☐☐ 6. State rules for using quotations and statistics in a speech
☐☐☐☐☐ 7. Discuss purposes, parts, and types of outlines
☐☐☐☐☐ 8. State ways to practice effective delivery
☐☐☐☐☐ 9. Select from a list ways to increase the effectiveness of a speech
☐☐☐☐☐ 10. List factors to consider when listening to and evaluating a speech
☐☐☐☐☐ 11. List organizations to which you might give a speech
☐☐☐☐☐ 12. List guidelines for presenting welcoming addresses, introductions, and awards
☐☐☐☐☐ 13. Give a prepared one-minute talk
☐☐☐☐☐ 14. Select a speech topic and gather information for a prepared speech
☐☐☐☐☐ 15. Write an outline for a prepared speech
☐☐☐☐☐ 16. Write an introduction for a prepared speech
☐☐☐☐☐ 17. Write the body of a prepared speech
☐☐☐☐☐ 18. Write the conclusion of a prepared speech
☐☐☐☐☐ 19. Give a prepared speech
☐☐☐☐☐ 20. Give a demonstration
☐☐☐☐☐ 21. Give an illustrated talk
☐☐☐☐☐ 22. Evaluate another student's presentation
☐☐☐☐☐ 23. ____________________
WRITTEN TEST SCORE ____________

SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

4 3 2 1 0
☐☐☐☐☐ *Orientation to FFA Record Keeping*
☐☐☐☐☐ 1. Describe types of Supervised Agricultural Experience Programs
☐☐☐☐☐ 2. State reasons for participating in a Supervised Agricultural Experience Program
☐☐☐☐☐ 3. Select from a list points to consider when choosing a Supervised Agricultural Experience Program
☐☐☐☐☐ 4. List factors to consider in developing a plan for a long-term Supervised Agricultural Experience Program
☐☐☐☐☐ 5. Select an occupational objective
☐☐☐☐☐ 6. Prepare a plan for a long-term Supervised Agricultural Experience Program
☐☐☐☐☐ 7. Develop an agreement for a Supervised Agricultural Experience Program in production agriculture
☐☐☐☐☐ 8. ____________________
WRITTEN TEST SCORE ____________

4 3 2 1 0
☐☐☐☐☐ *Inventories and Net Worth*
☐☐☐☐☐ 1. State reasons for keeping inventory records
☐☐☐☐☐ 2. List dates to make beginning inventories
☐☐☐☐☐ 3. Select from a list items to be included in the Supervised Agricultural Experience Program inventory
☐☐☐☐☐ 4. Match inventory methods of valuation to their correct assets
☐☐☐☐☐ 5. Match assets to their correct inventory units and valuations
☐☐☐☐☐ 6. List possible record keeping enterprises
☐☐☐☐☐ 7. Match types of breeding stock to their correct rules for listing them on inventory
☐☐☐☐☐ 8. Arrange in order the steps for completing a net worth statement
☐☐☐☐☐ 9. Classify assets according to enterprise columns
☐☐☐☐☐ 10. Prepare a sample beginning inventory
☐☐☐☐☐ 11. Prepare a personal beginning inventory
☐☐☐☐☐ 12. Prepare a sample net worth statement
☐☐☐☐☐ 13. Prepare a personal net worth statement
☐☐☐☐☐ 14. ____________________
WRITTEN TEST SCORE ____________

4 3 2 1 0
☐☐☐☐☐ *Record-Keeping Transactions*
☐☐☐☐☐ 1. Select from a list correct times to post transactions
☐☐☐☐☐ 2. Select from a list reasons for exchange labor transactions
☐☐☐☐☐ 3. Arrange in order the steps for posting an exchange labor transaction
☐☐☐☐☐ 4. Select from a list reasons for enterprise transfers
☐☐☐☐☐ 5. Arrange in order the steps for posting an enterprise transfer
☐☐☐☐☐ 6. Select from a list rules for keeping records of land
☐☐☐☐☐ 7. State rules for recording in the FFA *Record Book* gifts to the Supervised Agricultural Experience Program
☐☐☐☐☐ 8. Select from a list rules for keeping records of equipment use
☐☐☐☐☐ 9. Post FFA *Record Book* transactions
☐☐☐☐☐ 10. Post enterprise transfer transactions
☐☐☐☐☐ 11. ____________________
WRITTEN TEST SCORE ____________

BEST COPY AVAILABLE

4 3 2 1 0
☐☐☐☐☐ *Depreciation*
☐☐☐☐☐ 1 Select from a list reasons for depreciating an asset
☐☐☐☐☐ 2 List the major causes of depreciation
☐☐☐☐☐ 3 State how to calculate straight-line depreciation
☐☐☐☐☐ 4 State the rule for determining which assets to set up on a depreciation schedule
☐☐☐☐☐ 5 Distinguish between depreciable and nondepreciable assets
☐☐☐☐☐ 6 Match assets to their suggested allowed years of depreciation
☐☐☐☐☐ 7 Arrange in order the steps for handling depreciable assets in the FFA *Record Book*
☐☐☐☐☐ 8 Complete a depreciation schedule
☐☐☐☐☐ 9 ______________________________
WRITTEN TEST SCORE ______________

4 3 2 1 0
☐☐☐☐☐ *Closing Records*
☐☐☐☐☐ 1 Arrange in order steps for completing an ending inventory
☐☐☐☐☐ 2 Arrange in order steps for totaling Sales and Income pages and Expense pages
☐☐☐☐☐ 3 State the formulas for calculating total head owned or acres harvested during the year
☐☐☐☐☐ 4 Arrange in order steps for completing the FFA *Record Book* Summary pages
☐☐☐☐☐ 5 State the steps for completing the Net Worth Statement (Balance Sheet) page
☐☐☐☐☐ 6 Arrange in order steps for completing the Financial Analysis page
☐☐☐☐☐ 7 Arrange in order steps for starting a new FFA *Record Book*
☐☐☐☐☐ 8 Close out an FFA *Record Book*
☐☐☐☐☐ 9 ______________________________
WRITTEN TEST SCORE ______________

ANIMAL SCIENCE

4 3 2 1 0
☐☐☐☐☐ *The Livestock Industry*
☐☐☐☐☐ 1 Arrange in order the phases of agricultural enterprises
☐☐☐☐☐ 2 List the six major types of livestock produced in Oklahoma
☐☐☐☐☐ 3 Identify the top five states that lead production in each livestock enterprise
☐☐☐☐☐ 4 Arrange agricultural livestock commodities according to their production levels
☐☐☐☐☐ 5 Match selected livestock products to average yearly American consumption per person
☐☐☐☐☐ 6 State the 1992 distribution of the consumer's beef dollar
☐☐☐☐☐ 7 Match to their correct job descriptions occupational titles related to the livestock industry
☐☐☐☐☐ 8 Interpret general trends in the livestock industry
☐☐☐☐☐ 9 Interpret price changes in the livestock industry
☐☐☐☐☐ 10 Calculate percentages of price increase or decrease for agricultural products
☐☐☐☐☐ 11 Analyze the effect of the livestock industry on county and state economies
☐☐☐☐☐ 12 ______________________________
WRITTEN TEST SCORE ______________

4 3 2 1 0
☐☐☐☐☐ *Beef Breeds and Selection*
☐☐☐☐☐ 1 Identify major breeds of beef cattle
☐☐☐☐☐ 2 Label the parts of a beef animal
☐☐☐☐☐ 3 List factors to consider in selecting show animals
☐☐☐☐☐ 4 List indicators of muscling
☐☐☐☐☐ 5 List indicators of finish
☐☐☐☐☐ 6 Label types of defective front and hind legs
☐☐☐☐☐ 7 Select from a list characteristics of the ideal market steer
☐☐☐☐☐ 8 List desirable characteristics of a cow
☐☐☐☐☐ 9 List desirable characteristics of a bull
☐☐☐☐☐ 10 Label wholesale cuts of beef with their proper names and desired percentages of total carcass yield
☐☐☐☐☐ 11 Define livestock judging
☐☐☐☐☐ 12 Match to their correct definitions terms associated with livestock judging
☐☐☐☐☐ 13 Distinguish between selected beef-judging terms for desirable and undesirable traits
☐☐☐☐☐ 14 State the purpose of the FFA placing card
☐☐☐☐☐ 15 List steps involved in computing placing scores
☐☐☐☐☐ 16 Compute placing scores
☐☐☐☐☐ 17 State the purpose of giving reasons for placings
☐☐☐☐☐ 18 Evaluate sets of written reasons for placing classes of beef cattle
☐☐☐☐☐ 19 Arrange in order steps to follow in taking notes for oral reasons for placings
☐☐☐☐☐ 20 Select from a list techniques for presenting oral reasons for placings
☐☐☐☐☐ 21 Arrange in order steps to follow in presenting oral reasons for placings
☐☐☐☐☐ 22 Evaluate characteristics of a cow
☐☐☐☐☐ 23 Evaluate characteristics of a bull
☐☐☐☐☐ 24 Evaluate market steers
☐☐☐☐☐ 25 Judge a breeding class of beef cattle
☐☐☐☐☐ 26 Judge a market class of steers
☐☐☐☐☐ 27 Write sets of reasons for placing classes of beef cattle
☐☐☐☐☐ 28 Give a set of oral reasons for placing a class of beef cattle
☐☐☐☐☐ 29 Use resource materials to locate information about beef cattle breeds
☐☐☐☐☐ 30 ______________________________
WRITTEN TEST SCORE ______________

4 3 2 1 0
☐☐☐☐☐ *Swine Breeds and Selection*
☐☐☐☐☐ 1 Identify major breeds of swine
☐☐☐☐☐ 2 Label the parts of a hog
☐☐☐☐☐ 3 Label wholesale cuts of pork with their proper names and desired percentages of total carcass yield
☐☐☐☐☐ 4 Define livestock judging
☐☐☐☐☐ 5 Match to their correct definitions terms associated with livestock judging
☐☐☐☐☐ 6 List the two major traits of a market hog
☐☐☐☐☐ 7 List characteristics of the ideal market hog
☐☐☐☐☐ 8 Distinguish between selected swine-judging terms for desirable and undesirable traits
☐☐☐☐☐ 9 State the purpose of the FFA placing card
☐☐☐☐☐ 10 List the steps involved in computing placing scores
☐☐☐☐☐ 11 Compute placing scores
☐☐☐☐☐ 12 State the purpose of giving reasons for placings
☐☐☐☐☐ 13 Arrange in order steps to follow in taking notes for oral reasons for placings
☐☐☐☐☐ 14 Select from a list techniques for giving oral reasons for placings
☐☐☐☐☐ 15 Arrange in order steps to follow in presenting oral reasons for placings
☐☐☐☐☐ 16 Evaluate a set of written reasons for placing a class of swine
☐☐☐☐☐ 17 Evaluate characteristics of swine types
☐☐☐☐☐ 18 Judge classes of market swine
☐☐☐☐☐ 19 Judge a class of breeding swine
☐☐☐☐☐ 20 Write sets of reasons for placing classes of swine
☐☐☐☐☐ 21 Give a set of oral reasons for placing a class of swine
☐☐☐☐☐ 22 Use resource materials to locate information about swine breeds
☐☐☐☐☐ 23 ______________________________
WRITTEN TEST SCORE ______________

4 3 2 1 0
☐☐☐☐☐ *Sheep Breeds and Selection*
☐☐☐☐☐ 1 Identify major breeds of sheep
☐☐☐☐☐ 2 Label the parts of a sheep
☐☐☐☐☐ 3 Select from a list the characteristics of the ideal market lamb
☐☐☐☐☐ 4 List desirable characteristics of breeding sheep
☐☐☐☐☐ 5 Label wholesale cuts of lamb with their proper names and desired percentages of total carcass yield
☐☐☐☐☐ 6 Define livestock judging
☐☐☐☐☐ 7 Match to their correct definitions terms associated with livestock judging
☐☐☐☐☐ 8 Select from a list major factors to consider in judging breeding sheep
☐☐☐☐☐ 9 Select from a list major factors to consider in judging market lambs
☐☐☐☐☐ 10 Arrange in order the procedures to follow in handling sheep for judging
☐☐☐☐☐ 11 List the areas of a lamb that have fat covering
☐☐☐☐☐ 12 State procedures for catching sheep
☐☐☐☐☐ 13 State procedures for holding sheep
☐☐☐☐☐ 14 Distinguish between selected sheep-judging terms for desirable and undesirable traits
☐☐☐☐☐ 15 State the purpose of the FFA placing card
☐☐☐☐☐ 16 List the steps involved in computing placing scores
☐☐☐☐☐ 17 Compute placing scores
☐☐☐☐☐ 18 State the purpose of giving reasons for placings
☐☐☐☐☐ 19 Arrange in order steps to follow in taking notes for oral reasons for placings
☐☐☐☐☐ 20 Select from a list techniques for presenting oral reasons for placings
☐☐☐☐☐ 21 Arrange in order steps to follow in presenting oral reasons for placings
☐☐☐☐☐ 22 Evaluate a set of written reasons for placing a class of sheep
☐☐☐☐☐ 23 Evaluate characteristics of a ewe
☐☐☐☐☐ 24 Evaluate characteristics of a ram
☐☐☐☐☐ 25 Evaluate market lambs
☐☐☐☐☐ 26 Judge a class of market lambs
☐☐☐☐☐ 27 Judge a class of breeding sheep
☐☐☐☐☐ 28 Write a set of reasons for placing a class of sheep
☐☐☐☐☐ 29 Give a set of oral reasons for placing a class of sheep
☐☐☐☐☐ 30 Use resource materials to locate information about sheep breeds
☐☐☐☐☐ 31 ______________________________
WRITTEN TEST SCORE ______________

4 3 2 1 0
☐☐☐☐☐ *Dairy Breeds and Selection*
☐☐☐☐☐ 1 Identify major breeds of dairy cattle
☐☐☐☐☐ 2 Label the parts of a dairy cow
☐☐☐☐☐ 3 Match breeds of dairy cattle to their yearly production averages
☐☐☐☐☐ 4 Define dairy judging
☐☐☐☐☐ 5 Match terms associated with dairy cattle judging to their correct definitions
☐☐☐☐☐ 6 Distinguish between dairy cattle judging terms for desirable and undesirable traits
☐☐☐☐☐ 7 List traits classified by the dairy-type evaluation system
☐☐☐☐☐ 8 Select from a list factors to consider in selecting dairy cattle
☐☐☐☐☐ 9 Explain the purpose of the Dairy Cow Unified Score Card
☐☐☐☐☐ 10 State the purpose of the FFA placing card
☐☐☐☐☐ 11 List the steps involved in computing placing scores
☐☐☐☐☐ 12 Compute placing scores
☐☐☐☐☐ 13 State the purpose of giving reasons for placings
☐☐☐☐☐ 14 Arrange in order steps to follow in taking notes for oral reasons for placings
☐☐☐☐☐ 15 Select from a list techniques for presenting oral reasons for placings
☐☐☐☐☐ 16 Arrange in order steps to follow in presenting oral reasons for placings
☐☐☐☐☐ 17 Evaluate animals using the Dairy Cow Unified Score Card criteria
☐☐☐☐☐ 18 Judge classes of cows using the point system from the Dairy Cow Unified Score Card
☐☐☐☐☐ 19 Judge a production class of dairy cattle
☐☐☐☐☐ 20 Judge an open heifer class of dairy cattle
☐☐☐☐☐ 21 Evaluate a set of written reasons for placing a class of dairy cattle
☐☐☐☐☐ 22 Write a set of reasons for placing a class of dairy cattle
☐☐☐☐☐ 23 Give a set of oral reasons for placing a class of dairy cattle
☐☐☐☐☐ 24 Use resource materials to locate information about a breed of dairy cattle
☐☐☐☐☐ 25 ______________________________
WRITTEN TEST SCORE ______________

BEST COPY AVAILABLE

4 3 2 1 0
☐☐☐☐☐ *Horse Breeds and Selection*
☐☐☐☐☐ 1 Identify breeds of light horses
☐☐☐☐☐ 2 Label the parts of a horse
☐☐☐☐☐ 3 Match types of horses to their correct uses
☐☐☐☐☐ 4 Label common head markings
☐☐☐☐☐ 5 Label common leg markings
☐☐☐☐☐ 6 Match body colors to their correct descriptions
☐☐☐☐☐ 7 Match to their correct definitions terms associated with judging
☐☐☐☐☐ 8 Describe general traits to consider in judging a halter class of light horses
☐☐☐☐☐ 9 Select from a list specific traits or points to look for when judging light horses
☐☐☐☐☐ 10 Label common conformational faults of feet and legs
☐☐☐☐☐ 11 State the purpose of the FFA placing card
☐☐☐☐☐ 12 List the steps involved in computing placing scores
☐☐☐☐☐ 13 Compute placing scores
☐☐☐☐☐ 14 Write terms of comparison used in judging a halter class of light horses
☐☐☐☐☐ 15 State guidelines for taking notes for oral reasons for placings
☐☐☐☐☐ 16 Select from a list techniques for writing reasons for placings
☐☐☐☐☐ 17 Select from a list techniques for presenting oral reasons for placings
☐☐☐☐☐ 18 Evaluate two horses for comparable advantages
☐☐☐☐☐ 19 Judge a halter class of light horses
☐☐☐☐☐ 20 Write a set of reasons for placing a class of light horses
☐☐☐☐☐ 21 Give a set of oral reasons for placing a class of light horses
☐☐☐☐☐ 22 Use resource material to locate information related to the breed association, origin, color and characteristics of a light horse breed
☐☐☐☐☐ 23 ____________________
WRITTEN TEST SCORE ____________

4 3 2 1 0
☐☐☐☐☐ *Livestock Feeding*
☐☐☐☐☐ 1 Match nutrients to their correct basic functions
☐☐☐☐☐ 2 List quantities in which feeds may be purchased
☐☐☐☐☐ 3 Select from a list factors to consider when purchasing feed
☐☐☐☐☐ 4 List commercial feed tag requirements
☐☐☐☐☐ 5 State rules for calculating price per pound of protein in feed
☐☐☐☐☐ 6 Match types of performance rations to their correct definitions
☐☐☐☐☐ 7 Match swine feeding situations to their correct thumb rules
☐☐☐☐☐ 8 Match sheep feeding situations to their correct thumb rules
☐☐☐☐☐ 9 Match beef feeding situations to their correct thumb rules
☐☐☐☐☐ 10 Match dairy cattle feeding situations to their correct thumb rules
☐☐☐☐☐ 11 Match light horse feeding situations to their correct thumb rules
☐☐☐☐☐ 12 Arrange in order the steps to balancing a ration, using the Pearson Square Method
☐☐☐☐☐ 13 Survey livestock feeding information in the community
☐☐☐☐☐ 14 Calculate the price per pound of protein in feed
☐☐☐☐☐ 15 Use thumb rules to determine feed for various livestock
☐☐☐☐☐ 16 Balance rations using the Pearson Square Method
☐☐☐☐☐ 17 ____________________
WRITTEN TEST SCORE ____________

PLANT SCIENCE

4 3 2 1 0
☐☐☐☐☐ *Introduction to Plant Science*
☐☐☐☐☐ 1 List general factors that affect crop production
☐☐☐☐☐ 2 Identify major grain crops grown in Oklahoma
☐☐☐☐☐ 3 List major hay crops grown in Oklahoma
☐☐☐☐☐ 4 Match plant classes to their specific crops
☐☐☐☐☐ 5 Label the parts of a grass plant
☐☐☐☐☐ 6 Identify common pasture and range plants
☐☐☐☐☐ 7 Collect common pasture and range plants
☐☐☐☐☐ 8 Identify common weeds
☐☐☐☐☐ 9 Collect common weeds
☐☐☐☐☐ 10 Label parts of a tree
☐☐☐☐☐ 11 Identify common types of trees
☐☐☐☐☐ 12 Collect common types of tree leaves
☐☐☐☐☐ 13 ____________________
WRITTEN TEST SCORE ____________

AGRICULTURAL MECHANICS

4 3 2 1 0
☐☐☐☐☐ *Agricultural Mechanics Orientation and Safety*
☐☐☐☐☐ 1 Define agricultural mechanics
☐☐☐☐☐ 2 List areas of agricultural mechanics
☐☐☐☐☐ 3 State the importance of agricultural mechanics to the total agricultural industry
☐☐☐☐☐ 4 Identify basic carpentry tools
☐☐☐☐☐ 5 Identify basic plumbing tools
☐☐☐☐☐ 6 Identify common shop tools
☐☐☐☐☐ 7 State reasons for maintaining a clean and orderly shop
☐☐☐☐☐ 8 List areas of responsibility in maintaining an orderly shop area
☐☐☐☐☐ 9 Match areas of the shop to the correct cleaning equipment and supplies needed for each area
☐☐☐☐☐ 10 State the purpose of the safety color code system
☐☐☐☐☐ 11 Match the colors of the safety color code system to their correct designations
☐☐☐☐☐ 12 Match classes of fires to their correct descriptions
☐☐☐☐☐ 13 State general safety precautions for the shop or work area
☐☐☐☐☐ 14 State conditions in which eye protection is needed in agricultural mechanics
☐☐☐☐☐ 15 Match agricultural mechanics occupational titles to their correct descriptions
☐☐☐☐☐ 16 Analyze case studies to determine ways to prevent accidents
☐☐☐☐☐ 17 Survey agricultural mechanics occupations
☐☐☐☐☐ 18 ____________________
WRITTEN TEST SCORE ____________

4 3 2 1 0
☐☐☐☐☐ *Arc Welding*
☐☐☐☐☐ 1 Match to their correct descriptions kinds of arc welding machines
☐☐☐☐☐ 2 Select from a list common pieces of equipment used in arc welding
☐☐☐☐☐ 3 List types of electrodes
☐☐☐☐☐ 4 Select from a list the most common sizes of electrodes used in arc welding
☐☐☐☐☐ 5 Identify characters in the AWS electrode classification system
☐☐☐☐☐ 6 List the purposes of flux
☐☐☐☐☐ 7 List methods of establishing an arc
☐☐☐☐☐ 8 Select from a list characteristics of proper arc length
☐☐☐☐☐ 9 Label the parts of the welding process
☐☐☐☐☐ 10 List welding positions
☐☐☐☐☐ 11 Identify kinds of welds
☐☐☐☐☐ 12 Identify types of weld joints
☐☐☐☐☐ 13 Describe the effects of raising and lowering the current setting on arc welding machines
☐☐☐☐☐ 14 State causes of poor welds
☐☐☐☐☐ 15 State safety precautions used in arc welding
☐☐☐☐☐ 16 Start, stop, and run a bead
☐☐☐☐☐ 17 Construct a pad
☐☐☐☐☐ 18 Construct a butt weld
☐☐☐☐☐ 19 ____________________
WRITTEN TEST SCORE ____________

4 3 2 1 0
☐☐☐☐☐ *Metalwork*
☐☐☐☐☐ 1 Label with their appropriate names and specific uses common hand tools used to cut or mark metal
☐☐☐☐☐ 2 Label with their appropriate names and specific uses hand tools used to measure or size metal
☐☐☐☐☐ 3 List the common thread classifications
☐☐☐☐☐ 4 Label common types of taps with their appropriate names and uses
☐☐☐☐☐ 5 Identify components of a thread-size classification
☐☐☐☐☐ 6 List the steps for using a tap drill chart to determine correct tap drill size
☐☐☐☐☐ 7 Select from a list reasons for tap failure
☐☐☐☐☐ 8 Identify common head types for threaded fasteners
☐☐☐☐☐ 9 Label common types of metal fasteners with their appropriate names and uses
☐☐☐☐☐ 10 Identify common grade markings for steel bolts
☐☐☐☐☐ 11 Identify common types of washers
☐☐☐☐☐ 12 Identify common types of nuts
☐☐☐☐☐ 13 List the advantages of riveting with a pop riveter
☐☐☐☐☐ 14 Use a tap drill chart
☐☐☐☐☐ 15 Use a hand hacksaw
☐☐☐☐☐ 16 Hand tap a hole in a piece of steel
☐☐☐☐☐ 17 Cut with a hand-threading die the threads on a piece of rod
☐☐☐☐☐ 18 Use a pop riveter
☐☐☐☐☐ 19 ____________________
WRITTEN TEST SCORE ____________

4 3 2 1 0
☐☐☐☐☐ *Oxy-Gas Cutting*
☐☐☐☐☐ 1 Identify common types of fuel gases
☐☐☐☐☐ 2 List the characteristics of oxygen
☐☐☐☐☐ 3 Identify the functions of oxygen in the cutting process
☐☐☐☐☐ 4 Identify the parts of oxy-gas cutting equipment
☐☐☐☐☐ 5 Identify types of cutting torches
☐☐☐☐☐ 6 Identify the parts of oxyacetylene regulators
☐☐☐☐☐ 7 State safety precautions for handling oxy-gas equipment
☐☐☐☐☐ 8 Name the components of a fire triangle
☐☐☐☐☐ 9 Match types of oxyacetylene flames to their correct descriptions
☐☐☐☐☐ 10 List the causes of backfire
☐☐☐☐☐ 11 Arrange in order the steps to follow in case of flashback
☐☐☐☐☐ 12 Set up, test for leaks, and depressurize oxyacetylene equipment
☐☐☐☐☐ 13 Turn on, light, adjust cutting torch to a neutral flame, and turn off oxyacetylene cutting equipment
☐☐☐☐☐ 14 Make 90-degree cuts on mild steel and restart a cut
☐☐☐☐☐ 15. Make a flame-beveled cut on mild steel plate
☐☐☐☐☐ 16 Cut a hole in mild steel
☐☐☐☐☐ 17 ____________________
WRITTEN TEST SCORE ____________

BEST COPY AVAILABLE

MAJOR COMPETENCY AREAS

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the trainee using the rating scale below, and check the appropriate number to indicate the degree of competency achieved. The numerical ratings of 4, 3, 2, 1, and 0 are not intended to represent the traditional school grading system of A, B, C, D, and F. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

Rating Scale: 4 – **Skilled** – can perform job independently with no additional training.
3 – **Moderately Skilled** – has performed job independently during the training program; limited additional training may be required.
2 – **Limited Practice** – has practiced job during training program; additional training is required to develop skill.
1 – **Exposure Only** – general information provided with no practice time; close supervision needed and additional training required.
0 – **No Exposure** – no information or practice provided during training program; complete training required.

4	3	2	1	0	
☐	☐	☐	☐	☐	Orientation to Agricultural Education
☐	☐	☐	☐	☐	Agricultural Safety
☐	☐	☐	☐	☐	Introduction to FFA
☐	☐	☐	☐	☐	Parliamentary Procedure
☐	☐	☐	☐	☐	Making a Group Presentation
☐	☐	☐	☐	☐	Orientation to FFA Record Keeping
☐	☐	☐	☐	☐	Inventories and Net Worth
☐	☐	☐	☐	☐	Record-Keeping Transactions
☐	☐	☐	☐	☐	Depreciation
☐	☐	☐	☐	☐	Closing Records
☐	☐	☐	☐	☐	The Livestock Industry

4	3	2	1	0	
☐	☐	☐	☐	☐	Beef Breeds and Selection
☐	☐	☐	☐	☐	Swine Breeds and Selection
☐	☐	☐	☐	☐	Sheep Breeds and Selection
☐	☐	☐	☐	☐	Dairy Breeds and Selection
☐	☐	☐	☐	☐	Horse Breeds and Selection
☐	☐	☐	☐	☐	Livestock Feeding
☐	☐	☐	☐	☐	Introduction to Plant Science
☐	☐	☐	☐	☐	Agricultural Mechanics Orientation and Safety
☐	☐	☐	☐	☐	Arc Welding
☐	☐	☐	☐	☐	Metalwork
☐	☐	☐	☐	☐	Oxy-Gas Cutting

Student ratings on specific competencies evaluated during the course are available upon student's written request and/or by calling the instructor. Parent's or guardian's signature is necessary if student is under 18 years of age.

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Each unit of instruction is based on the performance needed for successful employment in an occupational area. *Agricultural Education I* contains nineteen units of instruction. A complete unit may contain most or all of the following components: Objective Sheet, Instructor's Guide, Information Sheet, Instructional Supplement, Assignment Sheet, Job Sheet (and Skill Test Record), Written Test, Answers (to Assignment Sheets and Written Test), Transparency Masters, Learning Activity Package (LAP) Sheet, Handouts, and other required media. These components are organized within three packages, as follows:

Instructor's Manual

- Upfront pages (title page, copyright page, table of contents, foreword, preface, acknowledgments, measuring student performance gains, required criteria for a competency-based education program, and corrections and suggestions)
- Curriculum and Duty/Task Crosswalk
- Basic Skills Matrix
- One set per unit of:
    - Instructor's Guide
    - Answers
    - Test Code Sheets
- Instructional Supplement (one set for all of the basic skills enablers appearing in the book)

Instructor's Resource Package

- One set per unit of:
    - LAP Sheet
    - Transparency Masters
    - Written Test

☑ **NOTE:** The three components listed above may be photocopied by the instructor.

- Handouts (as appropriate)
- Other required media (as appropriate)

Student Workbook

- Objective Sheets

20

- Information Sheets
- Assignment Sheets
- Job Sheets

Instructor's materials include the *Instructor's Manual*, the *Instructor's Resource Package*, and the *Student Workbook*.

Unit components are tied to measurable and observable learning outcomes. Instructor's are encouraged to supplement unit components with other resources to make units as responsive to local conditions and student needs as possible.

Most units of instruction are designed for use in more than one lesson or class period. Instructors should determine the following for each unit:

- amount of material that can be covered in each class period;
- skills that must be demonstrated;
- supplies and equipment needed;
- amount of class time needed for demonstrations;
- amount of class time needed for student practice;
- supplementary materials to be ordered; and
- resource persons who must be contacted.

Objective Sheet (Student Workbook)

The Objective Sheet summarizes each unit for the student and the instructor. The Objective Sheet includes the following sections:

Introduction – This section introduces students to the unit topic and its importance to them. The Introduction also relates the unit to students' experiences and their "need to know"; it helps capture their interest and focus their attention on the specific topic.

Prerequisites – This section is included if any of the units in the book have prerequisites. A prerequisite may be one or more units from the same book or from other books, which must be completed before beginning the unit. (If no prerequisites exist for any of the units in the book, this section is omitted.)

Focus Assignments – Each unit has two Focus Assignments: Prereading and Writing. The Prereading assignment requires the student to read appropriate sections from unit references, from the *Instructor's Resource Package*, or from the student's textbook. The Prereading assignment leads into the Writing assignment, which assigns students a short written activity based on the Prereading assignment. Because the Focus Assignments help promote the use of basic skills, they include appropriate basic skill icons and enablers. (Activities for the basic skills associated with the Focus Assignments are included in the Instructional Supplement in the Instructor's Manual.)

Unit Objective – The Unit Objective states the overall goal of the unit. It identifies what the student will be able to do after successfully completing the unit, as well as the standards used to measure student performance.

Specific Objectives – The Specific Objectives outline the teaching sequence of the competencies required to reach the Unit Objective.

The Specific Objectives on the Objective Sheet should be emphasized to all students at the start of each unit and throughout the teaching/learning process. This will help answer student questions about performance requirements for each unit. Specific Objectives can also assist instructors in determining teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective could best be taught.

Instructors should modify, delete, or add objectives to meet the needs of students and the community. When objectives are added, the instructor should remember to provide the needed information, Assignment and/or Job Sheets, and criterion-referenced test items.

Information Sheet (Student Workbook)

The Information Sheet provides the "must know" content essential for meeting the cognitive objectives in the unit. Information is usually presented in print on the Information Sheet, but may also be presented in other formats, if appropriate, such as on videotape, software, or other media. (Additional formats for presenting the Information Sheet objectives allow this component to be interactive.)

Many objectives on the Information Sheet begin with a "Words You Should Know" section. This boxed item identifies terms relating to the objective, and gives a definition for each. Terms in the "Words You Should Know" boxes are tested only indirectly with the objective information (not on the Written Test as a matching exercise).

The Information Sheet may include clarifying NOTES and EXAMPLES, as needed. In the left column, students and instructors are reminded of the optional and/or required activities and resources available for a particular objective.

Students should read the Information Sheet for each unit before it is discussed in class. Space is provided in the margins for both students and instructors to add notes that clarify and/or expand upon the information presented.

Assignment Sheets (Student Workbook)

The Assignment Sheets address the learning levels at or above the application level of Bloom's taxonomy. They allow students to perform non-psychomotor activities related to occupational tasks. Assignment Sheets also provide students with an opportunity to use higher-order thinking skills, such as problem-solving, synthesizing, analyzing, and evaluating. In addition, they may provide opportunities for cooperative learning and more detailed oral/written communication activities.

Assignment Sheet activities can be "paper and pencil" activities, as well as those using computer software, videotapes, models, handouts, or other resources as appropriate. All Assignment Sheets include basic skills icons and enablers (identified in the left margin).

Job Sheets (Student Workbook)

Job Sheets gives students step-by-step procedures for performing manipulative or psychomotor occupational tasks or jobs. The Job Sheet also functions as a Skill Test Record, facilitating the instructor's evaluation of each student's performance. Both the process and the end-product are evaluated. Diagrams, illustrations, and photographs are included, as needed, to assist students in completing the job.

Individual Job Sheets may include various warnings written to conform to the latest specifications of the American National Standards Institute (ANSI). DANGER is used if the situation *will* lead to death or serious injury if not avoided; WARNING is used if the situation *could* lead to death or serious injury if not avoided; CAUTION is used if the situation could lead to minor or moderate injury; NOTICE is used if the situation could cause property damage only; and IMPORTANT is used to refer to operating or maintenance tips. Each type of warning appears on the Job Sheet with an ANSI symbol.

The instructor should demonstrate the procedure outlined in each Job Sheet. Instructors may also have to localize specific procedures.

Instructor's Guide (Instructor's Manual)

The Instructor's Guide leads instructors step by step, objective by objective through the unit. It recommends instructional strategies for the Focus Assignments and for each of the Specific Objectives. Resources and activities are labeled "R" for "Required" or "O" for "Optional." Optional and Required resources (publications, videos, computer software, and other media) are listed, as well as unit references. These resources can be used to supplement the instructor's knowledge of the subject area and to help students with particular interests or occupational objectives. In addition, the Instructor's Guide provides guidelines for evaluating student performance.

Instructors should study the Instructor's Guide before introducing the unit and allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resource persons. Specific tasks of the instructor will vary with each unit.

Answers (Instructor's Manual)

This component lists the answers to all of the Assignment Sheets and the Written Test questions.

Test Code Sheet (Instructor's Manual)

The Test Code Sheet matches Written Test questions to objectives. Basic skills codes are listed in chart format for each question. Each unit has a Test Code Sheet. For more information, see the CIMC publication *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.*

Instructional Supplement (Instructor's Manual)

The Instructional Supplement provides the instructor with strategies for teaching the basic skills identified on the Focus Assignments, Assignment Sheets, and Job Sheets. One Instructional Supplement applies to all of the basic skills identified in all of the units of instruction in a book.

LAP Sheet (Instructor's Resource Package)

The LAP (Learning Activity Package) Sheet for each unit allows the instructor to individualize instruction for some or all students. The LAP Sheet guides the student through each unit step by step, ensuring that the student receives the necessary instruction.

Transparency Masters (Instructor's Resource Package)

Transparency Masters are provided so that instructors can make transparencies to accompany specific units. Transparencies allow students to *see* as well as hear the information being presented, thus reinforcing the learning process. They also direct attention to the topic under discussion. Transparencies should be made from the Transparency Masters and placed where they will be readily available when needed. Transparencies should be left on the screen only when the related topics are under discussion.

Each Transparency Master also appears in the appropriate unit in the Student Workbook, at the location where the information is referenced (such as a Figure on the Information Sheet).

Written Test (Instructor's Resource Package)

The Written Test provides criterion-referenced evaluation of the Specific Objectives from the Information Sheet (Assignment Sheet and Job Sheet objectives are not evaluated by the Written Test). If instructors have added, deleted, or modified any objectives, appropriate changes should be made to the Written Test as well.

The Written Test serves as both a pretest and a posttest. In order to measure and document student competency gains as required by the latest Carl Perkins regulations, and as outlined in the Oklahoma-developed system of standards and measures, it is *essential* that the same test be used as a pretest and as a posttest. If instructors choose to use tests other than the Written Test, they should make sure that the same instrument is used for each activity – pre- and posttest.

The Written Test may be photocopied for classroom use, or additional copies may be ordered from the CIMC by calling 1-800-654-4502, or (in Oklahoma) 1-800-522-5810, ext. 589.

A detailed explanation of the Oklahoma plan for standards and measures and the Carl Perkins requirements is included in the CIMC publication *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.* This booklet – and accompanying software to assist in calculating and recording student gains – are available to Oklahoma instructors through their school's vocational testing liaison.

To further assist instructors, the CIMC develops Test Code Sheets for each Written Test in its more recent publications, including this one. (These sheets are explained in detail in the publication mentioned above.) The Test Code Sheets assist in verifying that the Written Test is a valid instrument for measuring student learning and competency gains.

COMPETENCY PROFILES

A Competency Profile is available from the CIMC. Competency Profiles document student performance. Each profile lists the specific competencies covered in the book, and provides space for recording the student's level of performance on each competency.

PAGE NUMBERING

Each unit and each page in a CIMC publication has a number, shown in arabic numerals. The page number gives the package title, the book title, the component name, the unit number, and the page number within the unit. For example, the page number for page 1 in Unit 6 of the *Student Workbook* would appear as follows:

STUDENT WORKBOOK – Agricultural Education I
OBJECTIVE SHEET - **CIMC** - 6 - 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide each student with a copy of the Student Workbook. Students should be allowed to keep their Workbooks at the end of the course or training program.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement each unit with current information, personal experiences, and other information. In a group setting, prepare for each unit by determining the best way to teach each objective, and allow for student input. For individualized instruction, provide opportunities for the student to become involved in planning and being responsible for his or her own education.

BASIC SKILLS IN CURRICULUM

The CIMC has always been mindful of the importance of reinforcement (and sometimes remediation) of students' academic skills as they progress through vocational training, and has always included activities in its materials to enhance and promote use of these skills.

Recent state and federal legislation mandates vigorous basic skills development in vocational education in the wake of demands by industry that workers *must* be academically, as well as technically, competent, given the nature of the highly complex work place. In response, the CIMC has taken the following steps to document that, indeed, the instructional materials *do* combine academic skills training with the vocational training. In addition, concerted efforts have been made to "beef up," or enhance the basic skills instruction already present. Following is a brief description of those processes:

Basic Skills Icons and Enablers

To assist teachers and students in identifying activities that promote basic skills development, the CIMC has implemented a marking system that uses simple graphic symbols, or icons, and a list of specific tasks, or enablers, to identify the basic skill or skills that are called for in each job or assignment sheet.

Each of the nine broad skills areas–reading, writing, mathematics, science, oral communication, interpersonal or relating, creative thinking and problem solving, employability, and social studies–is represented by the icon presented below.

Reading

Science

Creative Thinking/ Problem Solving

Writing

Oral Communication

Employability

Math

Interpersonal or Relating

Social Studies

When an activity involving one of these basic skills is identified, the corresponding icon is placed in the left-hand margin of the job or assignment sheet. The basic skills training is further defined by retrieving the specific, or enabling, skill that is required by consulting a list of over two hundred and fifty enablers that has been compiled and grouped with each general basic skill. This enabling skill is placed directly below the icon.

As an example, an exercise that requires a student to conduct library research would make necessary the use of specific reading comprehension and research and reference skills. The basic skills that the exercise promotes would be depicted in the left-hand margin as follows:

ASSIGNMENT SHEET

PLANNING LIVING SPACE FOR HUMAN NEEDS

1

Name ______________________________ Score __________

OBJECTIVE 10

Define personal territory.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

- As discussed in Objective 1, each person has an invisible "space bubble" or comfort zone. A comfort zone is the space between oneself and others that brings a feeling of well-being. When one's comfort zone is crowded or invaded, discomfort often results. Therefore, personal territory needs should be a prime consideration when planning living space.
- For each of the following situations, draw your estimated comfort zone around the figures provided.
- Indicate how many inches from your body the comfort zone extends.
- Consider how that comfort zone changes in different situations. Answer the questions that follow.

27

Basic Skills Documentation Matrix

Another component of the CIMC basic skills instructional plan is the "Basic Skills Documentation Matrix." The matrix graphically summarizes the basic skills training included in the vocational program, unit by unit. It should be helpful to teachers in planning their instruction, and to administrators as documentation that basic skills **are** being addressed during the vocational training.

The matrix for this publication is included as an 8½" by 11" foldout in this *Instructor's Manual.*

Matrices have been developed for most CIMC publications. For more information on those available for other programs, call the CIMC at 1-800-654-4502.

Instructional Supplement

The supplement is a tool for the instructor to use in helping students apply the basic skills in Assignment Sheets and Job Sheets. Some supplements are appropriate for use with all students; some are for use only with those students who do not understand the academic skills called for in the exercise.

MEASURING STUDENT PERFORMANCE GAINS

When you examine this book, you will notice that separate written pretests are no longer included in the units of instruction. Each CIMC unit now contains only a single Written Test. This test should be used as **both** pretest and posttest by giving it once before students start a unit and again when they have completed the unit.

The reason for using a single instrument as both pretest and posttest is so that direct comparison of each student's competencies before and after instruction can be made accurately. This comparison enables precise calculation, documentation, and evaluation of student **performance gains**.

Accurate performance gains analysis is an important requirement of the new Carl Perkins legislation for vocational education. Teachers can make an important contribution to the performance accountability mandated by the new federal legislation by carrying out accurate performance gains analysis for their students, and making this data available to students, parents, and administrators.

This analysis is easy to do and requires only simple calculations and record keeping. Detailed information regarding performance gains analysis is contained in the CIMC publication, *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.* In addition, the CIMC has developed a computer program, CARL, which will perform all necessary calculations and will print out a record form of all information required for gain score analysis. Copies of CARL and the publication are available through your local testing liaison (in Oklahoma), or from the CIMC at 1-800-654-4502.

REQUIRED CRITERIA FOR A COMPETENCY-BASED EDUCATION PROGRAM

Criterion	**Discussion**	**CIMC component meeting criterion**
1. Instruction is based on clearly-stated learning objectives that are: a) observable and measurable, and b) communicated in writing to students before instruction begins.	Learning objectives drive CBE. Objectives are the "competencies" that learners must achieve. Each objective must clearly state what *learners* must *do* to demonstrate acquired skill or knowledge. Verbs in learning objectives are active and precise, stating the exact performance expected of learners. The objectives should also specify the standard or level of performance required. Objectives can be at any level of Bloom's Taxonomy and can include the cognitive, psychomotor, and affective domains. Higher-order cognitive skills should be included.	Objective Sheet
2. Instruction is aligned with the stated learning objectives	In CBE, the objectives specify what is taught. "Content" should relate to one or more objectives. The curriculum should cover all objectives with relevant information.	Information Sheet
3. There is a student evaluation system that is: a) criterion-referenced, and b) aligned to the learning objectives and the curriculum.	In CBE, the aim is to bring the performance of *all* learners up to a pre-defined standards and competencies. Learners work on each competency until they achieve "mastery"; the evaluation system should test and record this mastery. Learners can restudy and retest as often as needed. Specific remediation activities should also be available to learners when needed. The evaluation system focuses on what each student has achieved, not on what the instructor has "taught." The "constant" in CBE is student performance; the "variables" are time and resources. (This differs from traditional systems where learners get one chance at mastery; some succeed and some fail. In such systems, time and resources are constant and student achievement is variable.) If an evaluation is criterion-referenced, successful learner performance is defined by (or *referenced* to) mastery of pre-set objectives and standards (or *criteria*): there must be a careful match (or *alignment*) between what the student should master (objectives), what is taught (curriculum), and what is tested. Objectives, curriculum, and evaluation system must all match.	Written Test and Job Sheet/Skill Test

Criterion	Discussion	CIMC component meeting criterion
4. There is an observable management system of cognitive skill practice that provides for, promotes, and documents mastery learning.	For both cognitive and psychomotor skills, a CBE program must have a system of maintaining records of which skills and activities each learner has completed, which ones are in progress, and which ones have not yet been completed. Completion means "mastery"; no skill is completed until the learner has achieved the mastery level. The record system should promote feedback on student skill attainment to *both* instructor and learners, provide for remediation as needed, and encourage reevaluation of learner performance until mastery is achieved. Appropriate remediation strategies often should consider learning styles and other individual differences among learners. Learners should work on skills and activities until they achieve mastery. They should not be "passed on" without mastery. While learners may move ahead and work on other skills (i.e those for which all prerequisite skills have been mastered or those without prerequisites), work should also continue on the skills still requiring mastery. Students should not attempt higher-order skills until all prerequisite skills are mastered.	Assignment Sheet
5. There is an observable management system of psychomotor skill practice that provides for, promotes, and documents mastery learning.		Job Sheet/Skill Test
6. Skill mastery records are maintained for each learner, and learners have access to and make use of these records to monitor their skill acquisition.	Records should clearly indicate the skills each learner has mastered. One such record should profile or list the competencies that have been mastered and those to be mastered. Other performance indicators can be added and kept in a portfolio for each learner. Learners should have ready access to their portfolios to monitor their own progress in skill mastery and competency attainment.	Competency Profile

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with accurate and effective materials. Although the CIMC strives to maintain the highest standards of development and production, oversights sometimes do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. To do this, please identify the page(s) affected and write any comments to clarify the error or suggestion. Use the spaces below. Then, simply fold (bottom of page *upward*, top *downward*), secure, and mail.

This information will be used to correct the publication before the materials are reprinted. To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error.

2 Fold downward

Page: Comment:

1 Fold upward

PLACE
STAMP
HERE

OKLAHOMA DEPARTMENT OF
VOCATIONAL AND TECHNICAL EDUCATION/CIMC
1500 W. 7TH AVE
STILLWATER OK 74074-9907

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students go to the school library and find a weekly news magazine. In that magazine, they should find an article that deals with agriculture and read it.

Writing

Have students write a short essay about how the information in the news article might affect agriculture in their community.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

State reasons for studying agricultural education.

R Help students understand the reasons for studying agricultural education by telling them they will have the opportunity to study animal science, plant and soil science, agricultural mechanics, public speaking, 8th grade careers, natural resources, Individualized Cooperative Education, forestry, aquaculture, agricultural sales and service, meat and poultry processing, employment in agribusiness, agricultural products and processing, and horticulture. They will learn how to conduct meetings, how to keep records, and how to use these records to make decisions. Stress to students that their studies in agricultural education will assist them in finding a job in production agriculture or in any of the related agricultural fields.

O Show videos suggested in the optional resources section of this guide.

OBJECTIVE 2

State the purpose of the Supervised Agricultural Experience Program.

O Explain to students that the Supervised Agricultural Experience Program is the backbone of an agricultural education program. Without such a program there would be no place or opportunity to apply and practice the skills that students have learned in the classroom.

O Invite a senior agricultural education student to speak to the class about the Supervised Agricultural Experience Program. Have the speaker tell the class about the type of program chosen by the speaker when entering the agricultural education program as a freshman. Have the speaker explain the scope of that program today.

OBJECTIVE 3

Distinguish between types of Supervised Agricultural Experience Programs.

O List the different types of programs on the chalkboard and discuss each of the programs in depth.

O Assist students in preparing to select one of the two Supervised Agricultural Experience Programs.

OBJECTIVE 4

List benefits of the Supervised Agricultural Experience Program.

O Tell students that learning financial responsibilities will assist them in making decisions regarding the financing of their Supervised Agricultural Experience Program.

O Stress the importance of learning skill development. Tell students that a good Supervised Agricultural Experience Program provides the benefit of personal recognition and degree advancement.

O Tell students that FFA members advance faster within the FFA and agricultural education program if they have a strong Supervised Agricultural Experience Program.

OBJECTIVE 5

List responsibilities of an FFA member.

R Have students add specific local FFA program responsibilities, such as the minimum number of FFA events they must participate in at the local level, to those listed in the information.

O Tell students that membership in the National FFA Organization is an integral part of the agricultural education program. Stress the importance of being a committed FFA member, willing to help other members and their chapters receive recognition.

O Stress the importance of attending classes and maintaining good standings within the National FFA organization. Stress the importance of being competitive at local, county, state, and national levels.

O Show the videos *Dare to Dream* or *FFA Stars of America.*

OBJECTIVE 6

List FFA activities.

O Have a senior agricultural education student speak to the freshman class about the activities that the chapter participated in last year.

O Talk to students about the parent/member banquet that will be held later in the school year.

O Tell students that the agricultural education program is not carried out within the shop or the classroom, but that the total community is a part of the classroom. FFA and agricultural education students participate in many field trips and activities during the year to learn to apply the skills that they study within the classroom and the shop.

OBJECTIVE 7

Match FFA contests to their correct descriptions and/or activities.

R Give students a copy of the Oklahoma State University *FFA Interscholastic Meet Rules and Regulations.* Have the students use the rules and regulations to identify selected information about the different contests that will be held.

O Tell students that the Oklahoma State University FFA Interscholastics are always held in April of each year.

OBJECTIVE 8

Match FFA degrees to their correct descriptions.

O Have previous years' Star FFA Greenhand talk to the class about their Supervised Agricultural Experience Programs. Ask the Star FFA Greenhand to explain the scope of their programs.

O Have students use the *Official FFA Manual* to study the requirements of the different degrees. It is important to tell the students that they must start preparing now for the degrees that they wish to obtain. With hard work and determination, any FFA member can obtain degrees that are available from the National FFA Organization at local, state, or national levels.

OBJECTIVE 9

State the purpose of FFA Foundation Awards.

O Tell the students that the FFA Foundation Awards are sponsored by the national FFA Foundation which is a group of individuals, businesses, and industrial groups that raise funds each year to sponsor FFA activities. The awards are their way of thanking FFA members throughout the United States for a job well done and for being a part of a very important industry.

O Give students application blanks for the different FFA Foundation Awards that are handled at a state and a national level. Talk to the students about the importance of applying for these awards, and explain how important it is to have a Supervised Agricultural Experience Program. Inform students that much of the application information necessary for the FFA Foundation Awards can be taken directly from their *Supervised Agricultural Experience Program Record Book.*

O Invite an area farmer who was a member of the FFA chapter to talk to the class about the FFA Foundation Awards received while a member of the National FFA Organization. This individual should be able to motivate the students to apply for National FFA Organization Foundation Awards.

OBJECTIVE 10

List local, state, and national awards available through the FFA award program.

O Spend a considerable amount of time talking about the different awards and about the local, state, and national requirements for application.

O Tell students that the National FFA has made available different categories for FFA Foundation Awards under the area of Individual Proficiency Awards. The last eleven awards listed in the examples are new awards.

OBJECTIVE 11

State the purpose of the FFA scrapbook.

R Explain the importance of keeping an FFA scrapbook. Tell students that they should start keeping a record today of everything that relates to their scope of work, their achievements, and any recognition or awards they receive.

O Suggest that students get a cardboard box to use as a file, and that they organize clippings, photographs, and awards of recognition in the box by years and categories.

O Have one of the senior class members visit with the class about the importance of keeping an FFA scrapbook.

O Have an outstanding scrapbook on display in the classroom for the freshman class to study.

OBJECTIVE 12

Select an FFA judging contest in which to participate. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 13

Evaluate requirements for the FFA Greenhand degree. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 14

Select an FFA project for the Supervised Agricultural Experience Program. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

- *FFA Interscholastic Meet Rules and Regulations.* Stillwater, OK: Oklahoma State University, Department of Agriculture, 1993.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

The following are available from FFA Ventures and Distribution Services Team, National FFA Center, 5632 Mount Vernon Memorial Highway, P. O. Box 15160, Alexandria, VA 22309-0160.

- *FFA Foundation Application Blanks*
- *FFA Scrapbook*

Videos

The following videos are available from FFA Ventures and Distribution Services Team, National FFA Center, 5632 Mount Vernon Memorial Highway, P. O. Box 15160, Alexandria, VA 22309-0160.

- *Agriculture's New Professionals*, VHS, color, 15 minutes.
- *Dare to Dream*, VHS, color, 7 minutes 45 seconds.
- *FFA Stars of America*, VHS.
- *SAE: It's More Than You Think*, VHS, color, 16 minutes.
- *Today's FFA: It's You*, VHS, color, 7 minutes.
- *1993 Stars Over America*, VHS, color, 22 minutes.

The following videos are available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK.

- *A. E. Wood Fish Hatchery*, 34 minutes, VHS, color.
- *Agriculture Scientist*, 32 minutes, VHS, color.
- *Careers: Marketing Yourself*, 19 minutes, VHS, color.
- *Education and Communication*, 18 minutes, VHS, color.
- *Financial Specialists and Managers*, 24 minutes, VHS, color.
- *The Greenhouse*, 20 minutes, VHS, color.
- *Lumber Production*, 35 minutes, VHS, color.
- *Marketing Specialist*, 24 minutes, VHS, color.
- *Profile of the Perfect Employee*, 21 minutes, VHS, color.
- *Social Service Professionals*, 25 minutes, VHS, color.

Other Media

- *Official FFA Manual.* Available from CIMC, Oklahoma Department of Vocational and Technical Education, Stillwater, OK 74074. For ordering information call 800-522-5810.

UNIT REFERENCES

Publications

- *American FFA Degree Application.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Department of Agriculture.
- *FFA Interscholastic Meet.* Stillwater, OK: Oklahoma State University, Division of Agriculture, 1993.
- *State FFA Degree Application.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Department of Agriculture, 1993.
- *Student Handbook.* Alexandria, VA: National FFA Center.
- *Vocational Agriculture I.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1984.

ASSIGNMENT SHEETS

OBJECTIVE 12

Assignment Sheet 1

The assignment should be evaluated on the following criteria:

- Student selected a contest to review.
- Student answered the questions correctly.
- Student made an appropriate decision.
- Student used proper resources.
- Student used correct grammar and punctuation.

OBJECTIVE 13

Assignment Sheet 2

The assignment should be evaluated on the following criteria:

- Student asked appropriate questions.
- Student interviewed previous Greenhands.
- Student used proper resources.
- Student used correct grammar and punctuation.

OBJECTIVE 14

Assignment Sheet 3

The assignment should be evaluated on the following criteria:

- Student answered all questions.
- Student made a decision about a project.
- Student obtained parents' permission for the project.
- Student used correct grammar and punctuation.

WRITTEN TEST

OBJECTIVE 1

Answers should include the following in any order:

- increasing national food supply
- improving the nation's economy
- learning skills for an occupation
- learning to select and use agricultural products
- managing and using natural resources
- learning record keeping
- learning public speaking
- conducting meetings using parliamentary procedures

OBJECTIVE 2

To provide a place and an opportunity for agricultural education students to apply the skills they learn in the classroom

OBJECTIVE 3

1. P
2. O

OBJECTIVE 4

Answers should include the following in any order:

- financial responsibility
- skill development
- personal recognition
- degree advancement
- preparation for occupation

OBJECTIVE 5

Answers should include the following in any order and may include any of the local FFA responsibilities:

- regular class attendance
- carrying out a Supervised Agricultural Experience Program
- active membership in the National FFA Organization
- participation in a minimum of five FFA events above the county level for the State FFA degree

OBJECTIVE 6

Answers should include any five of the following in any order:

- FFA meetings
- committee work
- leadership conferences
- contests
- livestock shows and fairs
- state and national conventions
- parent/member banquet
- field trips
- local, state, and national award competitions

OBJECTIVE 7

1. F
2. C
3. B
4. G
5. A
6. E
7. H
8. D
9. I
10. P
11. K
12. N
13. M
14. O
15. L
16. J

OBJECTIVE 8

1. B
2. A
3. G
4. H
5. C
6. D
7. E
8. F
9. J
10. I
11. L
12. K
13. M

OBJECTIVE 9

To recognize FFA members' achievements at local, state, and national levels.

OBJECTIVE 10

Answers should include the following in any order:

- Individual Proficiency Awards
- Individual Achievement Awards
- Chapter Foundation Awards
- Scholarship
- Dairy Breed Association Awards

OBJECTIVE 11

To record FFA accomplishments and achievements that describe and verify four years of work in agricultural education

OBJECTIVE 12	**Evaluated on Assignment Sheet 1.**
OBJECTIVE 13	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 14	**Evaluated on Assignment Sheet 3.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE — A1 — Orientation to Agricultural Education

TOTAL NUMBER OF TEST QUESTIONS 61

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-8	X
2	1	X
3	1-2	X
4	1-5	X
5	1-4	X
6	1-5	X
7	1-16	X
8	1-13	X
9	1	X
10	1-5	X
11	1	X
12	Evaluated on AS 1	
13	Evaluated on AS 2	
14	Evaluated on AS 3	

INSTRUCTOR'S GUIDE

AGRICULTURAL SAFETY

A2

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.

- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have the students read *Tractor Upsets - Cause and Prevention* by Joseph F. Gerling, OSU Fact Sheet No. 9420.

Writing

Have the students write a two-page essay summarizing the causes of tractor upsets and the ways to prevent the upsets. If the students have personal experience with a tractor upset, they should tell about the incident. Then, describe how the incident could have been prevented.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

List major agricultural safety areas.

R Stress to students how potentially hazardous agricultural work is because of the dangers associated with power machinery, equipment, and some farm animals.

O Emphasize that accidents occur most frequently in situations involving farm machinery, equipment, and animals. Give some examples.

O Allow students to discuss any potentially hazardous situations that exist at their homes.

O Have students work in pairs to survey each other's homes and farms.

O Make arrangements to tour a farm so that students may complete a safety survey.

OBJECTIVE 2

Identify standard hand signals used when operating farm equipment on public roads.

OBJECTIVE 3

Label hand signals used in machinery operation communications.

O Teach objectives 2 and 3 together.

O Have students practice using hand signals on an actual tractor.

O Explain that hand signals originated because early motor vehicles and farm equipment did not have signal lights.

OBJECTIVE 4

State safety precautions to observe when operating general farm machinery and equipment.

O Post news clippings or share information from recent issues of farming magazines.

O Have students collect articles related to agricultural safety from current newspapers and magazines.

O Make a display of fact sheets related to agricultural safety. Follow up with student reports.

O Ask students if they know anyone in your community who has had an accident with farm equipment, or bring to class a person who has survived a farming related accident.

OBJECTIVE 5

Select from a list regulations concerning use of the slow-moving vehicle (SMV) emblem.

R Use the Transparency Master to show the correct and incorrect ways to display the SMV emblem.

O Have students record incidents of correct and incorrect use of the SMV emblem observed during a specified period.

O Ask students to share situations at their homes in which SMV emblems are used or needed.

OBJECTIVE 6

Distinguish between safe practices for operating a tractor to prevent side overturns and safe practices for operating a tractor to prevent rear overturns.

O Arrange for a Farm Bureau safety specialist to conduct mock demonstrations of tractor overturns.

O Allow students to share instances they may know of regarding tractor overturns.

OBJECTIVE 7

State safety precautions to observe when refueling equipment.

O Invite a resource person from a farm machinery dealership to discuss factory recommendations for safely refueling equipment. Also ask the resource person to discuss why these recommendations are made.

O Invite an insurance representative to discuss refueling safety.

O Invite a fuel dealer who delivers fuel to rural areas to discuss safety in refueling.

OBJECTIVE 8

State safety precautions to observe when handling farm animals.

O Have students share experiences created by violating safety precautions.

OBJECTIVE 9

Make recommendations to correct safety hazards. (Assignment Sheet)

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.

- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

Videos

- John Deere Safety Programs, VHS, color, 80 minutes. Available from Oklahoma Department of Vocational and Technical Education, 800-588-5810.

UNIT REFERENCES

Other Media

- Brochures, pamphlets, and posters are available from Deere & Company, Distribution Service Center, 1400 13th Street, East Moline, IL 61244, or call 309-765-2967.

Publications

- *Farm and Ranch Safety Management.* Moline, IL: Deere and Company, 1994.
- *Vocational Agriculture I.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, 1984.

ASSIGNMENT SHEETS

OBJECTIVE 9

Assignment Sheet

The assignment should be evaluated on the following criteria:

- Student answered all questions "yes."
- Student provided a possible solution to the problem for those questions answered "no."

WRITTEN TEST

OBJECTIVE 1

Answers should include the following in any order:

- machinery safety
- home safety
- building and yard safety
- electrical safety
- fire safety
- livestock safety

OBJECTIVE 2

1. right turn
2. stop
3. left turn

OBJECTIVE 3

1. raise equipment
2. this far to go
3. lower equipment
4. speed it up
5. stop
6. move toward me - follow me
7. slow it down
8. start the engine
9. come to me
10. move out - take off
11. stop the engine

OBJECTIVE 4

Answers should include the following in any order:

- Keep all guards in place.
- Dress properly.
- Take breaks.
- Avoid situations that can pinch, wrap, shear, crush, or pull in.
- Be aware of overhead electrical lines when handling long, vertical objects or operating tall equipment, or equipment with antennas.
- Always turn off machines before working on them or making adjustments.
- Before leaving self-propelled equipment, set the brakes or place in park.
- Never operate a machine on which you have not received extensive training.

OBJECTIVE 5

1, 4, 5, 7, 8

OBJECTIVE 6

1. S
2. S
3. R
4. S
5. S
6. S
7. R
8. R
9. S
10. R
11. S
12. R
13. R
14. R

OBJECTIVE 7

Answers should include the following in any order:

- Turn off the engine on gasoline or liquid propane (LP) engines.
- Allow the engine to cool off.
- Do not fill the tank completely full.
- Replace the fuel cap tightly.
- Do not smoke when refueling the equipment.
- Perform daily checks of tank and fuel lines for leaks.
- Make sure that a fire extinguisher is readily available.

OBJECTIVE 8

Answers should include the following in any order:

- Have adequate restraining and handling facilities.
- Keep livestock equipment in good repair.
- Be calm and deliberate when working around livestock.
- Watch for sudden movements of animals.
- Refrain from scaring, teasing, or mistreating animals.
- Stay away from animals that seem angry or frightened.

- Beware of mature male breeding animals and females with young.
- Keep nonworking bystanders and children safely back from livestock working areas.
- Wear safety shoes or boots, head protection, and hand protection.
- Never tie a lead strap or line to your body.
- Keep animal facilities clean and free of hazards that could cause tripping.
- Put utensils, tools, and equipment away after use.
- Watch your step on slippery surfaces.

OBJECTIVE 9

Evaluated on the Assignment Sheet.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE — A2 — Agricultural Safety

TOTAL NUMBER OF TEST QUESTIONS 71

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-6	X
2	1-3	X
3	1-11	X
4	1-8	X
5	1-9	X
6	1-14	X
7	1-7	X
8	1-13	X
9	Evaluated on the AS	

INSTRUCTOR'S GUIDE

INTRODUCTION TO FFA

B1

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students go to the classroom library or the school library and find a magazine that deals with agriculture or young farmers' organizations. Have them find an article that deals with FFA or any agricultural organization.

Writing

Have students write a short essay on how the information in the news article might affect agriculture in your community.

GENERAL INSTRUCTIONS

Assignment Sheets

- R Review the directions and any specific guidelines.
- R Make certain that any needed materials from the Instructor's Resource Package are available.
- R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.
- R Complete each student's Competency Profile.
- O Have the students volunteer to read aloud the directions and any special guidelines.
- O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

- R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.
- R Review and explain all general guidelines, safety cautions, and warnings.
- R Make sure that all tools, equipment, and supplies are available.
- R Demonstrate each of the procedures outlined in the Job Sheet.
- R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.
- R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.
- R Complete each student's Competency Profile.
- R Return the completed Job Sheets to the students so that they may use them for later reference if needed.
- O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Select from a list requirements for FFA membership.

R To provide a basis for a discussion of the national scope of the organization, have students estimate the number of national members. (At this writing, national membership is 417,462.)

O Inform students that as individuals fulfill the requirements for membership, their names will be added to the membership.

OBJECTIVE 2

Select from a list types of FFA membership.

O Describe the types of membership, giving examples of present and past chapter members who belong in each category.

O Invite a community person who is an FFA member in one of the categories to speak to the class about how they fit into that category.

OBJECTIVE 3

State the code of ethics for FFA members.

R Help students understand the importance of developing self-respect and being productive and useful citizens.

O Invite a resource person (i.e., pastor or attorney) to explain the purposes and meaning of a code of ethics.

O Have students develop posters illustrating various points of the code of ethics. Have a contest and select the best poster. Present an FFA tie or scarf to the winner of the poster contest. Good illustrations of posters are found in the *FFA Student Handbook*.

OBJECTIVE 4 **List the colors of FFA and the parts of the FFA emblem.**

OBJECTIVE 5 **State the meaning of each part of the FFA emblem.**

- R Use the Transparency Master to discuss the parts of the FFA emblem.
- R Discuss the colors and the FFA emblem in such a way that students take pride in being a part of FFA.
- O Teach objectives 4 and 5 together.
- O Show the video *Today's FFA...It's You.*

OBJECTIVE 6 **State proper uses of the FFA jacket.**

- O Invite an upper class member to talk to the class about the importance of wearing the jacket. They should stress that the jacket is a form of identification because the student's name and the name of the school are on the jacket. The jacket is symbolic of the FFA organization, and no member should do anything that would destroy the image of the FFA or give the school or chapter a bad name.

OBJECTIVE 7 **List the essentials of an effective FFA chapter.**

- O Discuss the importance of the chapter and the role of the chapter in the school and community.
- O Use the following poem to stress the importance of being an active member of the FFA chapter.

Are you an active member, the kind who would be missed,
Or are you just satisfied that your name is on the list?
Do you attend the meetings and mingle with the flock,
Or do you stay at home and criticize and knock?
Do you take an active part to help the work along,
Or are you satisfied to be the kind who just belongs?
Do you ever go and visit a member who is sick,
Or do you leave the work to a few and talk about the clique?
Think this over, member; you know right from wrong.
Are you an active member, or do you just belong?

- O Invite a local FFA chapter president to talk to the class about what FFA has meant to his or her life.

- Discuss the Food for America program.

  ☑ **NOTE:** Food for America is a program to help FFA chapters join the effort to improve consumers' understanding of the agricultural industry. The Food for America program provides materials and ideas to help FFA members tell elementary school students the story behind the bountiful stocks of food and agricultural products on supermarket shelves.

  Chapters that participate in the Food for America program can obtain exciting instructional materials, including lesson plans, and classroom activities about farming and the business of agriculture.

  The materials and ideas for using them may be purchased from the National FFA Supply Service Catalog.

  It is easy and fun to participate in Food for America, and your chapter will be doing a service to the community and the nation's agriculture.

OBJECTIVE 8

List the characteristics of a successful FFA meeting.

- Inform students that the FFA chapter meeting is the place where chapter business is conducted. Also stress the importance of all members taking an active part in the meetings.
- Encourage students to attend monthly FFA meetings.
- Show students an order of business from a previous FFA meeting. Help students develop ideas for an order of business for the next FFA meeting.

OBJECTIVE 9

List the purposes of the State FFA Association.

- Invite a local FFA award recipient, collegiate FFA award winner, or a state FFA officer to talk about the purposes of the State FFA Association.

OBJECTIVE 10

List names of state FFA officers and selected members of the state agricultural education staff.

- Provide students with copies of your state FFA publication to help them complete information about state FFA officers and selected state agricultural education staff.

OBJECTIVE 11

List the official FFA publications.

O Make a list of FFA chapter activities that the local chapter will participate in during the school year. Explain the role that the State FFA Association will play.

O Point out that individual members should encourage and assist the local reporter in submitting articles to your state FFA publication.

OBJECTIVE 12

List examples of activities that a local chapter can participate in or sponsor during National FFA Week.

O Have freshman students identify class projects that would support National FFA Week activities.

O Provide samples of previous years' activities.

OBJECTIVE 13

Recite the FFA motto. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

O Place the FFA motto on the bulletin board or on the board one or two days before presenting the motto in class. Have each student recite the motto in class. Emphasize that all FFA members live by and practice the FFA motto in their daily lives.

OBJECTIVE 14

Recite the FFA creed. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

O Provide ample time for students to recite the FFA creed in class. Work with the executive committee to conduct an FFA Creed contest. Invite three individuals from the community to serve as judges and to select the top three winners. Award the first-place winner an FFA jacket, the second-place, an FFA tie, and the third, an FFA T-shirt. Give all students who recite the creed a certificate. Have the first-place FFA Creed Contest winner recite the creed to the senior class at the Parent/Member Banquet.

OBJECTIVE 15

Use the *Official FFA Manual*. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

O Distribute copies of the *Official FFA Manual* so that students may complete the Assignment Sheets. Help students learn to use the *Official FFA Manual* by locating answers to a few questions. Show students how to use the table of contents.

OBJECTIVE 16

Prepare for the FFA Greenhand Quiz contest. (Assignment Sheet 4)

R See the general instructions for all Assignment Sheets.

O Encourage students to study the questions to prepare themselves for an FFA Greenhand Quiz contest.

O Use questions from Assignment Sheets 3 and 4 to conduct a contest with FFA officers as judges. Present an FFA scrapbook to the winner.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of the Competency Profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

- *Official FFA Manual.* Alexandria, VA: National FFA Organization. (This publication is updated annually. Please get copies of the most current version.)

  ☑ **NOTE:** It is suggested that each student have a copy of the *FFA Student Handbook* and the *Official FFA Manual.*

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

The following publications are available through the National FFA Supply Service, P.O. Box 15160, Alexandria VA, 22309-0160, phone (800)366-6556.

- *FFA Is...* brochure. Alexandria, VA: National FFA Organization, 1994.
- *FFA New Horizons* magazine. Alexandria, VA: National FFA Organization, 1994.
- *FFA Student Handbook.* Alexandria, VA: National FFA Organization, 1994.

  ☑ **NOTE:** It is suggested that each student have a copy of the *FFA Student Handbook* and the *Official FFA Manual.*

- *Think About It* brochure. Alexandria, VA: National FFA Organization, 1994.

Videos

The following videos are available through the National FFA Supply Service, P.O. Box 15160, Alexandria VA, 22309-0160, phone (800)366-6556.

- *Dare to Dream.* This video targets students who enroll in agricultural education classes but do not join FFA. It will help recruit those hard-to-reach students. (Color, VHS, 7 minutes and 45 seconds)

- *Exploring FFA Opportunities.* This video is part of the National Leadership Workshop series. The series covers topics such as leadership, career success, and personal growth. (Color, VHS, 30 minutes)

- *Made for Excellence.* This is a promotional video that encourages students to participate in the Made for Excellence program. (Color, VHS, 5 minutes)

- *Three Year Convention Highlights.* This video highlights the activities, speakers, contests, and awards from the 63rd, 64th, and 65th National FFA Conventions. (Color, VHS, 20 minutes)

- *Today's FFA...It's You.* This promotional video presents testimonials from FFA members and serves as a recruitment tool for bringing new members into the chapter. (Color, VHS, 7 minutes and 29 seconds)

- *Washington Conference Program.* This video promotes the Washington Conference. It is designed to encourage FFA members to attend this conference which offers outstanding leadership and citizenship training. (Color, VHS, 5 minutes)

Other

- Recruitment posters are available from the National FFA Supply Service. There are several styles available.

UNIT REFERENCES

Publications

- *Official FFA Manual.* Alexandria, VA: National FFA Organization.

ASSIGNMENT SHEETS

OBJECTIVE 13

Assignment Sheet 1

The assignment should be evaluated on the following criteria:

- Student recited the FFA motto from memory.
- Student recited the FFA motto with meaning.

OBJECTIVE 14

Assignment Sheet 2

The assignment should be evaluated on the following criteria:

- Student recited the FFA creed from memory.
- Student made fewer than five mistakes.
- Student emphasized the important points within the creed.
- Student used appropriate body mechanics and gestures.

OBJECTIVE 15

Assignment Sheet 3

1. Larry Case
2. Check the most current manual.
3. C. Coleman Harris
4. Alexandria, VA
5. November, 1928
6. Local, state, and national
7. Six
8. President; secretary; vice-president, western region; vice-president, central region; vice-president, eastern region; vice-president, southern region
9. Board of directors and six national officers
10. *FFA New Horizons*
11. 1948
12. 1952
13. National FFA Center, Alexandria, VA
14. Check the most current manual.
15. Check the most current manual.

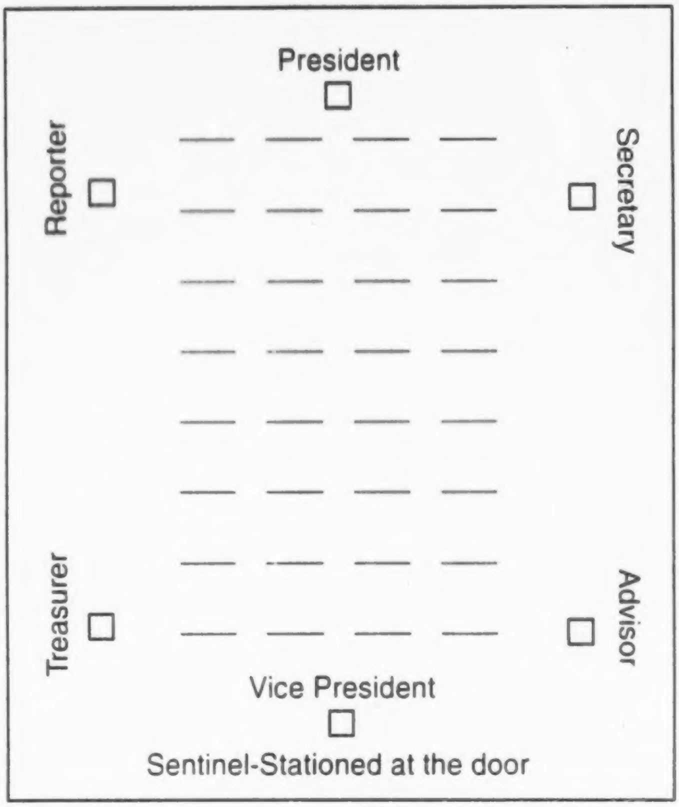
16. 5632 Mount Vernon Memorial Highway, P.O. Box 15160, Alexandria, VA 22309
17. Six times per year
18. Home and office style, tent-shaped desk style, large poster style, and vinyl wallet style
19. To cooperate in supporting and furthering the programs of FFA
20. 1944
21. Nineteen members
22. 1971
23. To improve leadership skills
24. National Chapter Award, National Safety Award, Building Our American Communities (BOAC), Food for America.
25. March 1st
26. Agricultural Issues Forum, Agricultural Mechanics, Agricultural Sales, Commodity Challenge, Commodity Marketing Activity, Dairy, Dairy Foods, Farm Business Management, Floriculture, Forestry, Horse, Livestock, Marketing Plan Project, Meats, Nursery/Landscape, Parliamentary Procedure, Poultry, and Public Speaking
27. Black slacks, white shirt, FFA blue tie, black shoes, black socks, and the official FFA jacket zipped to the top
28. Black skirt, white blouse, FFA blue scarf, black shoes, and the official FFA jacket zipped to the top

    ☑ **NOTE:** Black pants are allowed for outdoor FFA activities.
29. Prepared Public Speaking, Extemporaneous Public Speaking
30. To recognize outstanding achievement at chapter, state, and national levels
31. Star Greenhand, American Star Farmer, Star Chapter Farmer, Star Chapter Agribusinessman, State Star Farmer, State Star in Agribusiness, and American Star in Agribusiness
32. Check the most current manual.
33. Agricultural Electrification, Agricultural Mechanics, Agricultural Processing, Agricultural Sales and/or Service, Beef Production, Crop Production, Dairy Production, Diversified Livestock Production, Fish and Wildlife Management, Floriculture, Forest Management, Fruit and/or Vegetable Production, Home and/or Farmstead Improvement, Horse Proficiency, Nursery Operations, Outdoor Recreation, Placement in Agricultural Production, Poultry Production, Sheep Production, Soil and Water Management, Swine Production, and Turf and Landscape Management
34. Learning to do, doing to learn, earning to live, living to serve
35. E. M. Tiffany
36. Third National FFA Convention
37. 38th and 63rd National Conventions

38. I believe in the future of agriculture, with a faith born not of words but of deeds—achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.
39. Five symbols
    - *The cross section of the ear of corn* provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.
    - *The rising sun* signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.
    - *The plow* signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength.
    - *The eagle* is a national symbol which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.
    - *The owl*, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.
40. National blue, corn gold
41. I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.
42. Greenhand Degree, Chapter FFA Degree, State FFA Degree, and American FFA Degree
43. American FFA Degree
44. President, vice-president, secretary, treasurer, reporter, sentinel
45. **The FFA Mission**—FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.
46. Leslie Applegate
47. Serves as a road map by setting goals and charting the course for reaching those goals

48.
- Supervised Agricultural Experience
- Scholarship
- Recreation
- Cooperation
- Public Relations
- Community Service
- Participation in State, National, and International Activities
- Leadership
- Earnings, Savings, and Investments
- Alumni Relations
- Conduct of Meetings
- Membership Development

49.


President
Reporter
Secretary
Treasurer
Advisor
Vice President
Sentinel-Stationed at the door

Used with permission of National FFA Organization, National FFA Center, Alexandria, VA.

50. Symbol of authority
51. Members come to order so that meeting may start
52. All members stand

53. To recognize individuals for outstanding work and for the support they give the chapter; to recognize outstanding achievements on behalf of the chapter
54.
    - Advisor — Owl
    - President — Rising sun
    - Vice-president — Plow
    - Secretary — Ear of corn
    - Reporter — American flag
    - Treasurer — Bust of Washington
    - Sentinel — Shield of Friendship

OBJECTIVE 16

Assignment Sheet 4

1. Larry Case
2. Check the most current manual.
3. C. Coleman Harris
4. B (Virginia)
5. B (1928)
6. Six
7. President; secretary; vice-president, western region; vice-president, central region; vice-president, southern region; vice-president, eastern region
8. *FFA New Horizons*
9. Six
10. C (1944)
11. Check the most current manual.
12. Check the most current manual.
13. A (1971)
14. Leslie Applegate
15. Prepared Public Speaking, Extemporaneous Public Speaking
16. Black slacks, white shirt, FFA blue tie, black shoes, black socks, and the official FFA jacket zipped to the top
17. Black skirt, white blouse, FFA blue scarf, black shoes, and official FFA jacket zipped to the top
18. Symbol of authority
19. Come to order
20. Stand
21. To recognize individuals who have given outstanding service to the chapter
22.
    - Cross section of the ear of corn
    - Rising sun
    - Plow
    - Eagle
    - Owl
23. National blue and corn gold

24.
- Greenhand
- Chapter FFA Degree
- State FFA Degree
- American FFA Degree

25. State FFA Degree
26. American FFA Degree
27.
- President
- Vice-president
- Secretary
- Treasurer
- Reporter
- Sentinel

28. E. M. Tiffany
29. B (1930)
30. A. President
    B. Secretary
    C. Advisor
    D. Vice-president
    E. Sentinel
    F. Treasurer
    G. Reporter
31. Learning to do, doing to learn, earning to live, living to serve

WRITTEN TEST

OBJECTIVE 1 3, 5, 6, 7

OBJECTIVE 2 1, 3, 5, 8

OBJECTIVE 3 Answers should include any six of the following in any order:

- Dress neatly and appropriately for the occasion.
- Show respect for the rights of others and be courteous at all times.
- Be honest and do not take unfair advantage of others.
- Respect property of others.
- Refrain from loud, boisterous talk, swearing, and other unbecoming conduct.
- Demonstrate sportsmanship in the show ring, judging contests, and meetings; be modest in winning and generous in defeat.
- Attend meetings promptly and respect the opinions of others in discussion.

- Take pride in the FFA organization, activities, Supervised Experience Programs, exhibits, and in the occupation of agriculture.
- Share with others experiences and knowledge gained by attending national and state meetings.

OBJECTIVE 4

Part 1

Answers should include the following in any order:

- National blue
- Corn gold

Part 2

Answers should include the following in any order:

- cross section of the ear of corn
- rising sun
- plow
- eagle
- owl

OBJECTIVE 5

Answers should include the following in any order:

- **The cross section of the ear of corn** provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.
- **The rising sun** signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.
- **The plow** signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength.
- **The eagle** is a national symbol which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.
- **The owl**, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.

OBJECTIVE 6

Answers should include any four of the following in any order:

- The jacket should only be worn by members.
- It should be kept clean and neat.
- The jacket should have only a large emblem on the back and a small emblem on the front; the name of the State Association and the name of the local chapter on the back; and the name of the individual and one office or honor on the front.

- The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
- The jacket should be worn by officers and members on all official FFA occasions, as well as other occasions where the chapter of the state association is represented. It may be worn to school and other appropriate places.
- The jacket should only be worn to places that are appropriate for members to visit.
- School letters and insignia of other organizations should not be attached to or worn on the jacket.
- When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
- The emblems and lettering should be removed if the jacket is given or sold to a nonmember.
- A member always acts like a lady or gentleman when wearing the jacket.
- Members should refrain from use of tobacco and alcohol while wearing the FFA jacket or officially representing the organization.
- All chapter degree, officer, and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA charm and American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket; these should represent the highest degree earned, the highest office held, and the highest award earned by the member.

OBJECTIVE 7

Answers should include any four of the following in any order:

- Knowledge of the FFA on the part of every member
- Capable officers and leaders
- Responsibilities shared by all members in chapter activities
- Challenging program of activities
- Adequate financing for chapter activities
- Proper equipment and records
- A workable Constitution and Bylaws
- Well-planned, regularly held chapter meetings
- Support by school officials and community leaders
- A chapter resource system in place

OBJECTIVE 8

Answers should include any four of the following in any order:

- Meeting schedule placed on the school's activity calendar
- Uses an executive committee to assure careful planning in advance of the meeting time
- The agenda posted several days prior to the meeting
- Starts and finishes on time
- Proceeds according to an established order of business
- Conducted according to accepted parliamentary procedure
- Officer and committee reports are written and ready to present
- Conducted by officers familiar with their duties and responsibilities
- Commands the interest and attention of all members
- Provides for maximum member participation and for development of cooperative attitudes among members
- Includes business, entertainment features, and refreshments
- Contains a minimum of active participation by the advisor

OBJECTIVE 9

Answers should include the following in any order:

- Provide leadership to local chapters
- Conduct State FFA Convention
- Conduct leadership training sessions for local officers
- Conduct public speaking contests
- Represent the state at national FFA events

OBJECTIVE 10

Answers to be supplied by instructor using information in the state FFA publication.

OBJECTIVE 11

- National — *FFA New Horizons*
- State — supplied by the instructor

OBJECTIVE 12

Answers should include any five of the following in any order and may include others that the chapter approves:

- Radio and television programs
- FFA Week articles in newspapers
- School assemblies
- Civic club programs
- Parent and member banquet
- Educational exhibit in the community
- Church attendance as a group
- Window displays
- Food for America program

OBJECTIVE 13

Evaluated on Assignment Sheet 1.

OBJECTIVE 14

Evaluated on Assignment Sheet 2.

OBJECTIVE 15

Evaluated on Assignment Sheet 3.

OBJECTIVE 16

Evaluated on Assignment Sheet 4.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE – B1 – Introduction to FFA

TOTAL NUMBER OF TEST QUESTIONS 67

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-7	X
2	1-8	X
3	1-6	X
4	1-2; 1-5	X
5	1-5	X
6	1-4	X
7	1-4	X
8	1-4	X
9	1-5	X
10	1-10	X
11	1-2	X
12	1-5	X
13	Evaluated on AS 1	
14	Evaluated on AS 2	
15	Evaluated on AS 3	
16	Evaluated on AS 4	

PARLIAMENTARY PROCEDURE

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.

- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students read *Parliamentary Procedure* by R. E. Page and Cecil D. Maynard, OSU Fact Sheet No. 806.

Writing

Have students write a one to two page essay explaining the need for parliamentary procedure. They should include the common errors in parliamentary procedure.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Select from a list the purposes of parliamentary procedure.

O Stress the importance of majority rule in meetings where parliamentary procedure is used. Emphasize, at the same time, that opinions of the minority are heard and that minority ideas and rights are respected as well.

O Explain to the students that some of the people (majority) elect the President of the United States, but, following the election, the President serves all the people.

OBJECTIVE 2

State the function of the gavel.

O Discuss the function of the gavel. Be sure to refer to your constitution for the gavel taps and the members' responses.

OBJECTIVE 3

Identify methods of voting.

O Discuss the different methods of voting. Explain each method and have students practice using the different methods.

O Explain when and where the different voting methods are used.

O Plan a field trip to another organization's meeting to observe voting procedures. A city council or school board meeting may be appropriate.

OBJECTIVE 4

Discuss types of motions.

O Explain each classification of motion in depth; provide examples of times when the different classifications of motions are used.

O Have students practice stating motions.

OBJECTIVE 5

Match types of motions to their correct classifications.

O Discuss the different kinds of motions that can be used during a meeting.

O Provide examples to help students see how the motions are used.

OBJECTIVE 6

Match parliamentary procedures to their correct uses during a meeting.

O Plan a field trip to another organization's meeting to observe voting procedures. A farm bureau, city council, or school board meeting may be appropriate.

OBJECTIVE 7

Arrange in order the steps in the progression of a motion (Rule of Eight).

R Use the Transparency Master to discuss the Rule of Eight.

O Allow each student to present a motion. Use the following examples or create other motions for the students to practice making motions.

- I move that the chapter conduct a parliamentary procedure seminar on October 12.
- I move that the chapter have a car wash to raise money to pay expenses to the state meeting.
- I move that the chapter present an engraved plaque to our adviser.
- I move that the chapter plan a Christmas party for the senior citizens in the community.
- I move that the chapter donate $500 to the March of Dimes.

OBJECTIVE 8 **State the purpose of a motion to amend.**

OBJECTIVE 9 **List ways to amend a motion.**

O Teach objectives 8 and 9 together.

O Allow each student the opportunity of amending a motion.

O Appoint a class member as president of the group.

OBJECTIVE 10 **Select from a list the duties of a chapter president.**

O Ask a chapter president to talk to the class and to explain the responsibilities and duties of the presiding officer.

OBJECTIVE 11 **List the desired characteristics of a chapter parliamentary procedure team member.**

O Have a parliamentary procedure team conduct a meeting for the class. Make sure that the team uses at least five parliamentary procedure points.

O Have students evaluate the performance of the team, using the information in the Information Sheets.

OBJECTIVE 12 **Discuss parliamentary procedure motions. (Assignment Sheet 1)**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 13 **Answer questions about parliamentary procedure. (Assignment Sheet 2)**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 14 **Process a motion using the Rule of Eight. (Assignment Sheet 3)**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 15 **Use parliamentary procedure to conduct or participate in a mock chapter meeting. (Assignment Sheet 4)**

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.
- Roberts, Henry M. *Roberts' Rules of Order*. Berkley Publishers, 1994.

The following book series is available from the National Association for Parliamentarians, 6301 James A. Reed Road, Suite 114, Kansas City, MO 64133-4751.

- "Congratulations Series" from National Association of Parliamentarians.

  1) *You Are the President*
  2) *You Are the Secretary*

3) *You Are the Treasurer*

4) *You Are on the Committee*

5) *You Want to Learn How to Make and Amend Main Motions*

6) *You Want to Learn Definitions*

7) *You Are a Member*

Videos

- *Point of Order.* This video introduces and applies *Robert's Rules of Order.* It is recommended by the National Association of Parliamentarians. This video is available to Oklahoma teachers on a free loan basis from the Oklahoma Department of Vocational and Technical Education, Resource Center, ATTN: Instructional Media Specialist, 1500 West Seventh, Stillwater, OK 74074. (Color, VHS, 37 minutes)

UNIT REFERENCES

- *Roberts' Rules of Order.* Glenview, IL: Scott, Foresman and Company, 1986.

ASSIGNMENT SHEETS

OBJECTIVE 12

Assignment Sheet 1

Answers should include the following:

1. Fix the time at which to adjourn – this motion requires a second and is not debatable; it is amendable and can be reconsidered; it requires a majority vote to pass

2. Adjourn – this motion requires a second and is not debatable or amendable; a majority vote is required and the motion cannot be reconsidered

3. Recess – this motion requires a second and is not debatable but is amendable; it requires a majority vote and cannot be reconsidered

4. Raise a question of privilege – this motion does not require a second, is not debatable or amendable; it cannot be reconsidered and the chair grants the motion

5. Call for the orders of the day – this motion does not require a second, is not debatable or amendable; it cannot be reconsidered and it is enacted by demand

6. Lay on the table – this action requires a second; it is not debatable and cannot be amended; it requires a majority vote and cannot be reconsidered

7. Previous question – this motion requires a second and is not debatable; it is not amendable and requires a 2/3 vote for passage; it can be reconsidered

8. Limit debate – this motion requires a second and is amendable; it is not debatable and requires a 2/3 vote; it can be reconsidered

9. Postpone definitely – this motion requires a second and is debatable and amendable; it requires a majority vote and can be reconsidered

10. Commit – this motion requires a second and is debatable and amendable; it requires a majority vote and can be reconsidered

11. Amend – this motion requires a second and is debatable and amendable; it requires a majority vote and can be reconsidered

12. Postpone indefinitely – this motion requires a second and is debatable; it is not amendable and requires a majority vote; an affirmative vote can be reconsidered but a negative vote cannot

13. Main motion – this motion requires a second and is debatable and amendable; it requires a majority vote and can be reconsidered

14. Appeal – this motion requires a second and is debatable; it is not amendable and can be reconsidered; it requires a majority in negative for passage.

15. Consideration by paragraph – this motion requires a second and is not debatable; it is amendable and requires a majority vote; it cannot be reconsidered

16. Division of the assembly – this motion does not require a second, is not debatable or amendable; it cannot be reconsidered and it is enacted by demand

17. Division of a question – this motion requires a second and is not debatable; it is amendable and requires a majority vote for passage; it cannot be reconsidered

18. Objection to the consideration – this motion does not require a second and cannot be debated or amended; it requires 2/3 opposed vote; a negative vote can be reconsidered

19. Parliamentary inquiry – this motion requires no second and cannot be amended or debated; the chair answers the question and it cannot be reconsidered

20. Point of order – this motion does not require a second and it is not debatable or amendable; the chair rules on the question and it is not open for reconsideration

21. Suspend the rules – this motion requires a second; it is not debatable or amendable and requires a 2/3 majority for passage; it cannot be reconsidered

22. Reconsider – this motion requires a second and is debatable; it is not amendable and requires a majority vote; it cannot be reconsidered

23. Take from the table – this motion requires a second and is not debatable or amendable; it requires a majority vote and cannot be reconsidered

24. Rescind – this motion requires a second and is debatable; it is amendable and requires a majority vote; a negative vote can be reconsidered

25. Withdraw – this motion does not require a second and cannot be debated or amended; it requires a majority vote; a negative vote can be reconsidered

OBJECTIVE 13

Assignment Sheet 2

Answers should include the following in any order:

1. Answers should include any two of the following:
   - Objection to consideration of the question
   - Limit debate
   - Suspend the rules
   - Previous question
2. Presents business for action
3. To alter or change a motion formally
4. Answers should include any five of the following:
   - Question of privilege
   - Point of order
   - Division of the assembly
   - Parliamentary inquiry
   - Objection to consideration of the question
   - Call for the orders of the day
   - Withdraw
5. Answers should include any four of the following:
   - Adjourn
   - Question of privilege
   - Point of order
   - Appeal
   - Suspend the rules
   - Division of the assembly
   - Parliamentary inquiry
   - Lay on the table
   - Previous question
   - Call for the orders of the day

- Objection to consideration of the question
- Postpone indefinitely
- Take from the table
- Reconsider
- Withdraw

6. Answers should include the following in any order:
   - Inserting or adding
   - Striking out
   - Striking out and inserting
7. No
8. Yes
9. Yes
10. No
11. Yes
12. No
13. Yes
14. Yes
15. Yes
16. No
17. Yes
18. Yes
19. No
20. Yes
21. No
22. No
23. Yes
24. No

OBJECTIVE 14

Assignment Sheet 3

1. a. A member rises and addresses the presiding officer.
   b. The member is recognized.
   c. The member says, "I move that our chapter have a party on Friday, March 15, at 6:30 P.M."
   d. Another member seconds the motion.
   e. The presiding officer states the motion.
   f. The motion is debated.
   g. The presiding officer takes the vote.
   h. The result of the vote is announced.
2. a. A member rises and addresses the presiding officer.
   b. The member is recognized.
   c. The member says, "I move to amend the main motion by striking out 6:30 P.M. and inserting 7:30 P.M."
   d. Another member seconds the amendment.
   e. The presiding officer states the amendment.
   f. The amendment is debated.
   g. The presiding officer takes the vote on the amendment.
   h. The result of the vote is announced.

OBJECTIVE 15

Assignment Sheet 4

The assignment should be evaluated on the following criteria:

- Student used correct parliamentary procedures.
- Student used correct spoken English and grammar.
- Method of voting was easily identifiable.
- Motions were stated correctly.
- Any amendments were handled properly.

WRITTEN TEST

OBJECTIVE 1

1, 4, 6, 8, 10, 11, 12

OBJECTIVE 2

To exercise authority in support of self-government and orderly procedure

OBJECTIVE 3

1. E
2. A
3. C
4. B
5. D
6. G
7. F

OBJECTIVE 4

- main motion – the basis of all parliamentary procedure; provides a method of bringing business before the assembly for consideration and action; can only be introduced if no other business is pending

- subsidiary motions – motions that may be applied to another motion for the purpose of modifying it, delaying action on it, or disposing of it

- privileged motions – motions that have no relation to the pending question but are of such urgency or importance that they are entitled to immediate consideration; relate to members and to the organization rather than to particular items of business

- incidental motions – motions that arise out of a pending question, out of a question that has just been pending, or relate to the business of the assembly; usually apply to the methods of transacting business rather than to the business itself; have no rank among themselves because they are in order whenever they are incidental to the business of the assembly

- restorative motions – motions that bring a question before the assembly for consideration a second or subsequent time

OBJECTIVE 5

1. D
2. B
3. D
4. A
5. A
6. D
7. C
8. A
9. D
10. A
11. D
12. A
13. A
14. D
15. E
16. A
17. E
18. C
19. C
20. C
21. D
22. C
23. D
24. D
25. D

OBJECTIVE 6

1. D
2. B
3. E
4. C
5. U
6. F
7. G
8. H
9. J
10. I
11. L
12. K
13. T
14. M
15. S
16. N
17. R
18. O
19. Q
20. P
21. A
22. Y
23. W
24. X
25. V

OBJECTIVE 7

6, 3, 1, 8, 5, 2, 7, 4

OBJECTIVE 8

To amend is to modify the wording and, within certain limits, the meaning of a pending motion before the pending motion itself is acted upon.

OBJECTIVE 9

Answers should include the following in any order:

- Inserting or adding
- Striking out
- Striking out and inserting

OBJECTIVE 10

2, 4, 7, 8, 10, 11

OBJECTIVE 11	Answers should include the following: • Desire to work • Ability to use parliamentary procedure • Strong, clear voice • Calm demeanor • Self-confidence • Humility • Dependability and reliability • Patience
OBJECTIVE 12	**Evaluated on Assignment Sheet 1.**
OBJECTIVE 13	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 14	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 15	**Evaluated on Assignment Sheet 4.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE — B2 — Parliamentary Procedure

TOTAL NUMBER OF TEST QUESTIONS 106

TOTAL NUMBER OF BASIC SKILL QUESTIONS 5

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-12	X
2	1	X
3	1-7	X
4	1-5	W
5	1-25	X
6	1-25	X
7	1-8	X
8	1	X
9	1-3	X
10	1-11	X
11	1-8	X
12	Evaluated on AS 1	
13	Evaluated on AS 2	
14	Evaluated on AS 3	
15	Evaluated on AS 4	

INSTRUCTOR'S GUIDE

GIVING PRESENTATIONS

B3

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have your students go to your classroom library or your school library and find a magazine that deals with giving presentations. Have the students find an article that deals with public speaking and read it.

Writing

Write a one page essay on how the information in the news article might affect your future agribusiness or agriculture in your community.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Define components of communication.

O Explain the difference between *hearing* a speaker and really *listening* to a speaker. Listening involves staying alert, resisting distractions, noting nonverbal cues, concentrating on what the speaker is saying, and receiving, processing, and evaluating the speaker's message.

O Explain the difference between *talking* and *speaking*. Speaking involves using effective verbal skills (such as proper diction, grammar, pronunciation) as well as effective nonverbal skills (such as visible body movements, facial expressions, gestures, and posture) to communicate a message.

O Point out that people give speeches for one of three reasons: to inform the audience, to persuade the audience, or to integrate the members of the audience (pep talks, speeches of welcome, introductions). People listen to speeches to be informed on a subject, to hear reasons why they should be persuaded by the speaker, or to be integrated into a group. (Another purpose for speaking is to entertain, as professionals and after-dinner speakers do.)

O List the words *inform*, *persuade*, and *integrate* as three column headings on the chalkboard. Then conduct a class discussion, asking students to give examples of speech topics that might fit under these headings. Give each student an opportunity to come up with a speech topic until it seems the possibilities are exhausted.

EXAMPLE: A speech about encouraging people to join the alumni association should be classified under the *persuade* column.

OBJECTIVE 2

Match types of presentations to their correct descriptions.

O Make students aware of different types of presentations and their purposes. Stress the importance of selecting the right kind of presentation for the purpose required.

OBJECTIVE 3

Select from a list guidelines for preparing an effective speech.

R Explain that knowing your audience is one of the most important aspects of an effective speech.

O Discuss the rest of the guidelines, continuing with the example used for the first guideline. For instance, to illustrate the guideline "choose information that is current and timely," tell students that they should try to center speeches on current events or topics.

O Have students develop a list of situations in which each type of presentation would be most effective.

OBJECTIVE 4

Arrange in order steps to follow in writing a speech.

O Discuss the importance of following the order of the steps presented. Explain to students that they will save much time and energy if they follow the procedure for writing a speech.

O Discuss information students will need in writing a speech: steps to follow in writing a speech, guidelines to follow when gathering information for a speech, rules for using quotations and statistics in a speech, reasons for using outlines, principal parts of an outline, and types of outlines.

OBJECTIVE 5

List resources to use when gathering information for a speech.

O Point out to students the various trade magazines and journals available to them. Show students how to complete tasks associated with researching a subject. For example, show students how to use a table of contents in a magazine to locate articles, how to scan an article to determine its usefulness as a reference, and how to record key information (take notes) from a useful article.

O Take students on a prearranged field trip to either the school or public library.

O Show the class the page of entries you have copied from the *Reader's Guide to Periodical Literature*, or take the students to a library where all the volumes of the guide are available. Explain to students how the guide is used. If your library has electronic resources, ask a librarian to assist students in using the on-line catalog and data bases.

OBJECTIVE 6

State rules for using quotations and statistics in a speech.

R Explain plagiarism emphasizing that it can be considered theft. Explain that a writer's work is often his or her income.

O Emphasize that although using statistics and quotations in a speech can serve to help the speaker make a point, their use should be limited, and, when used, they must be quoted precisely, in context, and correctly identified as to source and date. Show students how to record quotations and statistics on index cards.

O Explain copyrights and copyright laws.

OBJECTIVE 7

Discuss the purposes, parts, and types of outlines.

R Use Transparency Masters 1, 2, and 3 to show types of outlines.

O Point out that outlining is a basic skill used to create the framework in all forms of communication. Explain that students will save time in organizing their ideas and in recognizing the strengths and weaknesses of their speeches if they make outlines *before* attempting to write their speeches.

OBJECTIVE 8

State ways to practice effective delivery.

O Discuss information students will need in delivering a speech: ways to develop proper delivery, ways to develop and add meaning to the delivery of a speech, and reasons for using gestures when giving a speech.

O Invite a speaker from a local college or Toastmaster's Club to talk about giving speeches.

OBJECTIVE 9

Select from a list ways to increase the effectiveness of a speech.

O Remind students that some nervousness is normal.

O Demonstrate the breathing and relaxation exercises outlined in the information.

- Have students collect pictures from magazines to show different gestures. Display these pictures in the classroom, and ask students to identify the ideas being communicated by each picture.
- Give students the assignment of watching TV commercials for one night, taking notes on commercials, and then reporting to the class about the commercials that make the best use of gestures to convey their messages.

OBJECTIVE 10

List factors to consider when listening to and evaluating a speech.

- Discuss factors to consider when listening to and evaluating a speech.
- Explain that evaluating someone else's speech will also assist the student in evaluating the quality of his or her own speech.

OBJECTIVE 11

List organizations to which you might give a speech.

- Discuss organizations that students should consider presenting their presentations to for additional practice and experience.
- Contact one or more of the organizations mentioned and make plans for some of your students to make presentations to them. This is the best way for your students to prepare for public speaking contests.

OBJECTIVE 12

List guidelines for presenting welcoming addresses, introductions, and awards.

- Have students present brief welcoming addresses to the class.
- Have each student present an introduction of the student next to him or her.
- Have a mock award presentation and allow each student to present an award to you or a fellow student.
- Attend the awards ceremony of another organization to observe and critique the various speeches or presentations.

OBJECTIVE 13

Give a prepared one-minute talk. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

O Guide students through these Assignment Sheets in the order they are presented. Have students turn in one Assignment Sheet for evaluation before they proceed to the next Assignment Sheet.

OBJECTIVE 14

Select a speech topic and gather information for a prepared speech. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 15

Write an outline for a prepared speech. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 16

Write an introduction for a prepared speech. (Assignment Sheet 4)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 17

Write the body of a prepared speech. (Assignment Sheet 5)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 18

Write the conclusion of a prepared speech. (Assignment Sheet 6)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 19

Give a prepared speech. (Assignment Sheet 7)

R See the general instructions for all Assignment Sheets.

O Video tape or audio tape each presentation to use as a tool for evaluation and discussion.

OBJECTIVE 20

Give a demonstration. (Assignment Sheet 8)

R See the general instructions for all Assignment Sheets.

O Video tape or audio tape each presentation to use as a tool for evaluation and discussion.

OBJECTIVE 21

Give an illustrated talk. (Assignment Sheet 9)

R See the general instructions for all Assignment Sheets.

O Video tape or audio tape each presentation to use as a tool for evaluation and discussion.

OBJECTIVE 22

Evaluate another student's presentation. (Assignment Sheet 10)

R See the general instructions for all Assignment Sheets.

O Video tape or audio tape each presentation to use as a tool for evaluation and discussion.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

UNIT REFERENCES

Publications

- Carnegie, Dale. *How to Develop Self-Confidence and Influence People by Public Speaking.* New York: Pocket Books, Inc., Division of Simon and Schuster, 1977.
- Eisenson, Jon, and Paul H. Boase. *Basic Speech.* New York: The MacMillian Company, 1975.
- *FFA: Learn, Grow, Become.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1988.
- *How to Make Better Speeches.* New York: Cities Service Oil Company, Division of Marketing Training, 1964.
- *Leadership of Youth Groups.* Kansas City: Farmland Industries, n.d.
- Oliver, Robert T., and Rupert L. Cartright. *Effective Speech.* New York: Holt, Rinehart, and Winston, n.d.
- *Vocational Agriculture II.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1985.
- *Vocational Agriculture I.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1984.
- Zigler, Zig. *See You at the Top.* Louisiana: Pelican Publishing Company, 1982.

ASSIGNMENT SHEETS

OBJECTIVE 13

Assignment Sheet 1

The assignment should be evaluated on the following criteria:

- Student described self well.
- Based on this talk, a new person would have recognized the student.
- Student used correct grammar and English.

OBJECTIVE 14

Assignment Sheet 2

The assignment should be evaluated on the following criteria:

- Student selected an appropriate topic.
- Student used appropriate references to research the topic.
- Student recorded key information accurately.
- Student used correct grammar, punctuation and English.
- Student used quotations correctly, with proper credit to source.

OBJECTIVE 15

Assignment Sheet 3

The assignment should be evaluated on the following criteria:

- Student developed outline from researched materials.
- Student used correct capitalization and punctuation.

OBJECTIVE 16

Assignment Sheet 4

The assignment should be evaluated on the following criteria:

- Student followed the outline in writing the introduction.
- Student wrote an introductory paragraph.
- Student used correct grammar, spelling, capitalization.

OBJECTIVE 17

Assignment Sheet 5

The assignment should be evaluated on the following criteria:

- Student followed the outline in writing the body of the speech.
- Student used correct grammar, spelling, capitalization.

OBJECTIVE 18

Assignment Sheet 6

- Student followed the outline in writing the conclusion.
- Student used correct grammar, spelling, capitalization.

OBJECTIVE 19

Assignment Sheet 7

The assignment should be evaluated on the following criteria:

- Student knew speech material well.
- Student appeared well-groomed, neat, and calm.
- Student maintained eye contact, used appropriate gestures, and used voice control.

OBJECTIVE 20

Assignment Sheet 8

The assignment should be evaluated on the following criteria:

- Student selected an appropriate topic.
- Student obtained appropriate tools and equipment.
- Student used acceptable visuals.
- Student scored well on evaluation.

OBJECTIVE 21

Assignment Sheet 9

The assignment should be evaluated on the following criteria:

- Student selected an appropriate topic.
- Student selected appropriate visuals.
- Student wrote an acceptable outline using correct punctuation, grammar, and capitalization.
- Student scored well on the evaluation.

OBJECTIVE 22

Assignment Sheet 10

The assignment should be evaluated on the following criteria:

- Student was fair and impartial in the evaluation of the speaker.

WRITTEN TEST

OBJECTIVE 1

- Speaking —using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose
- Listening – receiving, processing, and evaluating verbal and nonverbal messages expressed by a sender for a particular purpose
- Message — information, thoughts, and feelings conveyed by the speaker to inform, persuade, or integrate the listener

OBJECTIVE 2

1. C
2. E
3. A
4. D
5. B
6. F

OBJECTIVE 3

1, 3, 4, 7, 9, 10, 12, 13

OBJECTIVE 4

3, 4, 2, 1, 7, 6, 5

OBJECTIVE 5

Answers should include eight of the following in any order:

- Check your personal books for information.
- Review back issues of trade and business magazines.
- Check school and public libraries.
- Use the *Reader's Guide to Periodical Literature* to locate magazine articles.
- Write to associations.
- Interview a resource person.
- Contact appropriate federal, state, or county government agencies.
- Check educational facilities and their publications.
- Check newspapers.

OBJECTIVE 6

Answers should include the following:

- Use quotations and statistics only when they are needed to make a point.
- Make sure the source and date of information are accurate.
- Keep the true meaning of the quotations and statistics.

OBJECTIVE 7

Answers should include the following:

Purposes

- To help you recognize strengths and weaknesses in the speech
- To help you organize and develop your ideas
- To help you save time when writing a speech
- To help you keep your speech relevant

Parts

☐ introduction — the beginning of your speech. It should attract and motivate your audience. The introduction to a speech should get the audience's attention, state the purpose, relate the importance of the topic to the audience, and preview the main points to be covered.

☐ body — the central theme of the speech. It carries the main idea to your audience. The body of a speech carries the speaker's message. It consists of the main points, subdivisions, and supporting details. Its main objective is to develop fully the theme of your presentation.

☐ conclusion — the end of your speech. It reviews or summarizes the main points of your speech or asks for action. The end of a speech is just as important as the beginning and must be accorded its proper allotment of preparation. Your conclusion must do two things: 1) give your audience a feeling of completeness or satisfaction in terms of your having done what you set out to do, and 2) center attention on the whole idea of your speech rather than on any part of it. In short, it must drive home the central message of your speech.

Types

- Topical – outline style using key words or phrases to express the order of the thoughts to be presented in a speech
- Sentence – outline style using complete sentences to express the order of the thoughts to be presented in a speech

OBJECTIVE 8

Answers should include the following in any order:

- Practice your speech in front of a mirror.
- Use a tape or video recorder for evaluating your delivery.
- Practice giving your speech in front of another person.
- Ask a professional to critique your presentation.

OBJECTIVE 9

1, 3, 4, 6, 8, 9, 12, 15, 16, 17

OBJECTIVE 10

Content of speech

Answers should include any three of the following in any order:

- Important and appropriate subject
- Suitable material
- Accurate statements included
- Clear purpose

Composition of speech

Answers should include any five of the following in any order:

- Organized content
- Appropriate language
- Unified thought
- Proper sentence structure
- Logical development
- Accomplished purpose

Speaker's voice quality

Answers should include any three of the following in any order:

- Proper pitch
- Proper articulation
- Proper volume
- Proper pronunciation

Speaker's stage presence

Answers should include any three of the following in any order:

- Appropriate attitude
- Good poise and body posture
- Ease before audience
- Appropriate personality

Speaker's personal appearance

Answers should include the following in any order:

- Neat appearance
- Appropriate dress

Speaker's power of expression

Answers should include any four of the following in any order:

- Fluent
- Direct
- Proper emphasis
- Communicated message
- Sincere

Speaker's response to questions

Answers should include the following in any order:

- Originality
- Familiarity with the subject
- Ability to think quickly

General effect of the speech

Answers should include any four of the following in any order:

- Interesting
- Understandable
- Convincing
- Pleasing
- Captivating

OBJECTIVE 11

Answers should include any ten of the following in any order:

- Optimist Club
- Lions Club
- Kiwanis Club
- Chamber of Commerce
- Jaycees
- Licensed Practical Nurses Association
- Sales and Marketing Associations
- Vocational Associations
- League of Women Voters
- State Education Association
- Rotary Club
- Toastmasters
- Secondary School Principals
- State Board of Education
- Local School Board
- Chief School Officers
- Parent Teacher Association
- American Legion
- Century Club
- Veterans of Foreign Wars
- Labor Unions (AFL-CIO, UAW, IGW, etc.)
- Medical Society
- Youth Organizations (School, Vocational, Special Programs, Boy Scouts, etc.)
- Better Business Bureau
- Agency to Reduce Crime
- Women's Clubs
- Masonic Lodge
- Knights of Columbus
- Retail Merchants' Association
- Public School Assemblies
- City Council Meetings
- House of Representatives and/or Senate
- Local Business or Industry Board Meetings

OBJECTIVE 12

Answers should include the following:

Welcoming addresses

- State the purpose of the meeting.
- State your appreciation for the audience's attendance.
- Be brief.

Introductions

- Give brief background information about the speaker.
- State the title of the presentation (if possible).
- State the speaker's name last.
- Keep the introduction under 1½ minutes.
- Lead the applause.
- Remain at the podium until the speaker arrives at podium.
- Go behind the speaker when returning to your seat.

Awards

- Explain the importance of the award.
- Introduce the recipient.
- Describe the recipient's accomplishments.
- Shake the recipient's *right* hand while handing the award with your left hand.
- Encourage the recipient to face the audience.
- Lead the applause.

OBJECTIVE 13 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 14 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 15 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 16 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 17 **Evaluated on Assignment Sheet 5.**

OBJECTIVE 18 **Evaluated on Assignment Sheet 6.**

OBJECTIVE 19 **Evaluated on Assignment Sheet 7.**

OBJECTIVE 20	**Evaluated on Assignment Sheet 8.**
OBJECTIVE 21	**Evaluated on Assignment Sheet 9.**
OBJECTIVE 22	**Evaluated on Assignment Sheet 10.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE — B3 — Giving Presentations

TOTAL NUMBER OF TEST QUESTIONS 123

TOTAL NUMBER OF BASIC SKILL QUESTIONS 58

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-3	W
2	1-6	X
3	1-13	C
4	1-7	X
5	1-8	X
6	1-3	X
7	1-4; 1-3; 1-2	C,W
8	1-4	X
9	1-17	C
10	1-27	X
11	1-10	X
12	1-3; 1-7; 1-6	C,W
13	Evaluated on AS 1	
14	Evaluated on AS 2	
15	Evaluated on AS 3	
16	Evaluated on AS 4	
17	Evaluated on AS 5	
18	Evaluated on AS 6	

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE — B3 — Giving Presentations

TOTAL NUMBER OF TEST QUESTIONS 123

TOTAL NUMBER OF BASIC SKILL QUESTIONS 58

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
19	Evaluated on AS 7	
20	Evaluated on AS 8	
21	Evaluated on AS 9	
22	Evaluated on AS 10	

INSTRUCTOR'S GUIDE

ORIENTATION TO FFA RECORD KEEPING

C1

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students go to the classroom library or the school library and find a magazine that deals with agriculture or accounting. Have students find an article that deals with record keeping in agriculture and read it.

Writing

Have students write a short essay on how the information in the news article might affect their future agricultural enterprises.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Describe types of Supervised Agricultural Experience Programs.

O Invite a more experienced or former FFA member to discuss how the SAE program and record keeping are the starting points for students who wish to receive various proficiency awards and to earn advanced degrees.

O Go on field trips to a variety of SAE programs.

O Show the video *SAE: It's More Than You Think.*

OBJECTIVE 2

State reasons for participating in a Supervised Agricultural Experience Program.

R Emphasize the variety of benefits gained from having a Supervised Agricultural Experience Program.

O Invite a more experienced or former FFA member or officer to discuss what benefits were received from the SAE program.

O Have students conduct a poll of individuals in the community on their opinions related to benefits of their SAE programs.

OBJECTIVE 3

Select from a list points to consider when choosing a Supervised Agricultural Experience Program.

O Have former students tell how and why they selected their particular SAE programs.

O Invite professional people who attribute their success to their experiences with the FFA, agricultural education, and their SAE program to participate in a panel discussion.

OBJECTIVE 4

List factors to consider in developing a plan for a long-term Supervised Agricultural Experience Program.

R Point out to students that their plan can be for one year, two years, or all four years.

O Distribute copies of former students' SAE program plans as examples.

O Make arrangements to explain SAE program plans at a parent/club meeting.

OBJECTIVE 5

Select an occupational objective. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 6

Prepare a plan for a long-term Supervised Agricultural Experience Program. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 7

Develop an agreement for a Supervised Agricultural Experience Program in production agriculture. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of the Competency Profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

- Future Farmers of America *Supervised Agricultural Experience Program Record Book.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1990.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

Videos

- *SAE: It's More Than You Think.* VHS, color, 16 minutes. Available from National FFA Center, 5643 Mount Vernon Memorial Highway, P. O. Box 15160, Alexandria, VA 22309, 703-360-3600.

UNIT REFERENCES

Publications

- Carwin, Merle A. *Supervised Occupational Experience Manual.* Danville, IL: Interstate Printers and Publishers, Inc., n.d.
- Future Farmers of America *Supervised Agricultural Experience Program Record Book.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1990.

ANSWERS
ORIENTATION TO FFA RECORD KEEPING
C1

ASSIGNMENT SHEETS

OBJECTIVE 5

Assignment Sheet 1

The assignment should be evaluated on the following criteria:

- Student selected an occupational objective.

OBJECTIVE 6

Assignment Sheet 2

The assignment should be evaluated on the following criteria:

- Student set appropriate goals and expectations.
- Student used correct grammar, punctuation, and sentence structure.

OBJECTIVE 7

Assignment Sheet 3

The assignment should be evaluated on the following criteria:

- Student set appropriate goals and expectations.
- Student used correct grammar, punctuation, and sentence structure.

WRITTEN TEST

OBJECTIVE 1

Answers should include the following:

- Ownership – The student has personal ownership of the materials or other inputs required for the enterprise(s).
- Placement – The student is placed in production agriculture, in agribusiness, in school laboratories, or in community facilities to gain practical agricultural experience and earn wages.

OBJECTIVE 2

Answers should include any four in any order:

- learn responsibility
- gain experience
- earn money
- develop management abilities
- prepare for a career
- learn record keeping
- learn skills or improve skills in agriculture
- become established in farming or an agribusiness occupation
- develop self-discipline

OBJECTIVE 3

1, 4, 5, 7, 8, 9

OBJECTIVE 4

Answers should include the following in any order:

- occupational objective area
- facilities and finances available, as needed, for expansion
- net income expected
- degree of independence expected
- anticipated scope of program in four years
- areas of interest
- support of parents or other parties

OBJECTIVE 5

Evaluated on Assignment Sheet 1.

OBJECTIVE 6

Evaluated on Assignment Sheet 2.

OBJECTIVE 7

Evaluated on Assignment Sheet 3.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE – C1 – Orientation to FFA Record Keeping

TOTAL NUMBER OF TEST QUESTIONS 22

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-2	X
2	1-4	X
3	1-9	X
4	1-7	X
5	Evaluated on AS 1	
6	Evaluated on AS 2	
7	Evaluated on AS 3	

INSTRUCTOR'S GUIDE

INVENTORIES AND NET WORTH

C2

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students read *Developing a Net Worth Statement* by Mike L. Hardin, Ross O. Love, and Harry P. Mapp, Jr., OSU Fact Sheet No. 752.

Writing

Have students write a one to two page essay explaining the purpose of a net worth statement. They should include short definitions of the asset, liabilities, and equity terms.

GENERAL INSTRUCTIONS

Assignment Sheets

- R Review the directions and any specific guidelines.
- R Make certain that any needed materials from the Instructor's Resource Package are available.
- R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.
- R Complete each student's Competency Profile.
- O Have the students volunteer to read aloud the directions and any special guidelines.
- O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

- R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.
- R Review and explain all general guidelines, safety cautions, and warnings.
- R Make sure that all tools, equipment, and supplies are available.
- R Demonstrate each of the procedures outlined in the Job Sheet.
- R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.
- R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.
- R Complete each student's Competency Profile.
- R Return the completed Job Sheets to the students so that they may use them for later reference if needed.
- O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

- R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.
- R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

State reasons for keeping inventory records.

- R Remind students that record keeping is essential in order to qualify for proficiency awards and advanced FFA degrees.

OBJECTIVE 2

List dates to make beginning inventories.

- O Stress to students that beginning inventory information must match that of the previous ending inventory information.
- O Invite an agribusiness person to discuss how net worth statements and inventories affect his or her tax-related affairs.
- O Remind students that on their first beginning inventory, they should delete January and write in September 1.

OBJECTIVE 3

Select from a list items to be included in the Supervised Agricultural Experience Program inventory.

- O Have sample inventories available as handouts, or show samples on an overhead projector.
- O Show examples of inventories from more experienced or former FFA members' record books.
- O Discuss SAE Programs of former Star Farmers and Star Agribusiness persons from previous state and national conventions.

OBJECTIVE 4

Match inventory methods of valuation to their correct assets.

R Use newspaper market reports for the market price assets.

O Record radio market reports to listen to in class.

O Be sure to emphasize situations that pertain to the SAE Programs of students in the class.

OBJECTIVE 5

Match assets to their correct inventory units and valuations.

O Emphasize the wide variety of units and valuations used to inventory assets.

OBJECTIVE 6

List possible record keeping enterprises.

O Use the chalkboard to list assets owned or expected to be owned by students. Leave space to write the correct type of enterprise.

OBJECTIVE 7

Match types of breeding stock to their correct rules for listing them on inventory.

O Record on the chalkboard examples that pertain to the breeding livestock owned by the students in your class.

O Use the chalkboard to show examples of situations that may arise in some of the students' SAE Programs.

OBJECTIVE 8

Arrange in order the steps for completing a net worth statement.

O Use a transparency of a student's net worth statement to demonstrate the steps.

O Invite a farmer or agribusiness representative to discuss the importance and the uses of a net worth statement in his or her operation. Have the speaker emphasize how the net worth statement is used as a tool to help justify borrowing money.

O Have sample net worth statements available as handouts or show samples on an overhead projector.

OBJECTIVE 9

Classify assets according to enterprise columns. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 10

Prepare a sample beginning inventory. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 11

Prepare a personal beginning inventory. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 12

Prepare a sample net worth statement. (Assignment Sheet 4)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 13

Prepare a personal net worth statement. (Assignment Sheet 5)

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

- Future Farmers of America *Supervised Agricultural Experience Program Record Book.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1990.
- Hardin, Mike L., Ross O. Love, and Harry P. Mapp, Jr. *Developing a Net Worth Statement.* OSU Fact Sheet No. 752. Oklahoma State University Cooperative Extension Service.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

UNIT REFERENCES

Publications

- Future Farmers of America *Supervised Agricultural Experience Program Record Book.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1990.
- Hodgens, Jim, and Leland Myers. *Farm Business Management: Year I.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, 1979.

ASSIGNMENT SHEETS

OBJECTIVE 9

Assignment Sheet 1

Beef – 1, 5, 8, 12, 14, 20
Swine – 2, 7, 9, 10, 11
Sheep – 4, 21, 22
Poultry – 3, 13, 23
Dairy Cattle – none
Dairy goats – 24
Horses – 25
Crops – 6, 16
Fruit or nut production – none
Vegetable production – 27
Nursery production – 18
Forestry production – 19
Fish and/or wildlife – none
Land – 26
Equipment – 15, 17
Agribusiness – none

OBJECTIVE 10 **Assignment Sheet 2**

BEGINNING INVENTORY

January 1, 19_____

Item or Description	Total Value		Value to the Enterprise											
			1 SWINE		2 BEEF		3 WHEAT		4 LAND		5 EQUIP.		6	
2 crossbred barrows	190	00	190	00										
400# hay feed @ $13/cwt	52	00	52	00										
800 bu. wheat in storage @ $3.50/bu.	2,800	00					2,800	00						
10 portable panels	300	00									300	00		
1-625# steer @ 81¢/lb.	506	25			506	25								
60 bales hay @ $3/bale	180	00			180	00								
1 hereford cow-2½ yr. old	590	00			590	00								
40 acres crop land	28,000	00							28,000	00				
Beginning Inventory Totals	32,618	25	242	00	1,276	25	2,800	00	28,000	00	300	00		

OBJECTIVE 11

Assignment Sheet 3

The assignment should be evaluated on the following criteria:

- Student placed inventory items in the correct enterprises.
- Student used correct punctuation and spelling.

OBJECTIVE 12 **Assignment Sheet 4**

STUDENT'S NET WORTH STATEMENT (BALANCE SHEET)

(NOTE: This balance sheet is actually a condensed version. An actual balance sheet includes much more detail. Lenders may require an actual balance sheet.)

A. Student's Assets	**Beginning**	**Ending**
	Date 9-1-94	Date
1. Total inventory value (from pages 6 and 7)	$ 3,104.00	$
2. Accounts receivable (from page 32)	$ —	$
3. Cash money on hand	$ 7.84	$
4. Checking account 1st State Bank	$ 94.33	$
5. Savings account 1st State Bank	$ 311.14	$
6. Other investments (cash surrender on bonds, cash surrender value of life insurance, postal savings, etc.)	$	$
Rifle	$ 85.00	$
10-speed bike	$ 70.00	$
	$	$
	$	$
	$	$
A. TOTAL ASSETS	$ 3,672.31	$

B. Student's Liabilities		
1. Unpaid bills B&K Veterinarian Clinic	$ 62.00	$
2. Accounts payable (notes and mortgages) from page 32		
1st State Bank note on sows	$ 364.00	$
3. Other liabilities (specify)	$	$
	$	$
	$	$
B. TOTAL LIABILITIES	$ 426.00	$

NET WORTH (A minus B) Beginning $3,246.31 NET WORTH (A minus B) Ending $

(NOTE: Beginning net worth values in this book must be the same as the ending net worth values of the previous book; ending values of this book must be the same as the beginning net worth values of the next book.)

OBJECTIVE 13

Assignment Sheet 5

The assignment should be evaluated on the following criteria:

- Student placed asset and liability items in the correct places.
- Student added columns correctly.

WRITTEN TEST

OBJECTIVE 1

Answers should include the following in any order:

- To obtain a true picture of the SAE Program
- To show growth or decline of the SAE Program
- To provide a good management tool for decision making
- To obtain credit or loans
- To place values on assets
- To complete estate planning and settlement

OBJECTIVE 2

1. Soon after entering the agricultural education program; usually September 1
2. January 1 of each year

OBJECTIVE 3

1, 5, 6, 7, 8, 10, 11

OBJECTIVE 4

1. C
2. D
3. B
4. A

OBJECTIVE 5

1. H
2. B
3. E
4. F
5. A
6. D
7. C
8. G
9. K
10. J
11. L
12. I
13. M

OBJECTIVE 6

Answers should include any ten of the following in any order:

- beef
- swine
- sheep
- poultry
- dairy cattle
- dairy goats
- horses
- crops
- fruit or nut production
- vegetable production
- nursery production
- forestry production
- fish and/or wildlife
- land
- equipment
- agribusiness

OBJECTIVE 7

1. B
2. A
3. C

OBJECTIVE 8

8, 4, 9, 10, 1, 6, 7, 12, 11, 5, 2, 3

OBJECTIVE 9

Evaluated on Assignment Sheet 1.

OBJECTIVE 10

Evaluated on Assignment Sheet 2.

OBJECTIVE 11

Evaluated on Assignment Sheet 3.

OBJECTIVE 12

Evaluated on Assignment Sheet 4.

OBJECTIVE 13

Evaluated on Assignment Sheet 5.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE — C2 — Inventories and Net Worth

TOTAL NUMBER OF TEST QUESTIONS 61

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-6	X
2	1-2	X
3	1-11	X
4	1-4	X
5	1-13	X
6	1-10	X
7	1-3	X
8	1-12	X
9	Evaluated on AS 1	
10	Evaluated on AS 2	
11	Evaluated on AS 3	
12	Evaluated on AS 4	
13	Evaluated on AS 5	

INSTRUCTOR'S GUIDE

RECORD KEEPING TRANSACTIONS

C3

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students read *Oklahoma Farm and Ranch Custom Rates, 1992-93* by Raleigh Jobes and Darrel D. Kletke, OSU Fact Sheet No. 205.

Writing

Have the students use the fact sheet to figure and compare the rates for custom work of a 360 acre field in each of the three regions listed in the report. Have them compute figures for the following work: shallow disc, surface chisel, field cultivating, anhydrous ammonia application, ground weed spraying, small grain drilling, hay mowing, hay raking, hay swathing, hay hauling, small grain harvesting, corn harvesting, livestock spraying, livestock branding, brushhogging, and tractor rental.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

- R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.
- R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Select from a list correct times to post transactions.

- R Remind students of the importance of posting and how critical it is to post records at the correct times.
- O Show examples as applicable from record books of more experienced or former FFA members.
- O Explain that regular class time will be used for posting records and tell when.
- O Show students how to tape or staple a large envelope inside the back cover of the FFA *Record Book* to prevent losing receipts and other papers before posting.

OBJECTIVE 2

Select from a list reasons for exchange labor transactions.

- R Thoroughly discuss and explain exchange labor terms, especially for students who may have these types of transactions in their record keeping systems.
- O Work additional examples of exchange labor transactions on the chalkboard.
- O Discuss instances in which students have used or will use exchange labor transactions.

OBJECTIVE 3

Arrange in order the steps for posting an exchange labor transaction.

- R Show the Transparency Master to introduce procedures for posting exchange labor transactions.

O Use transparencies of forms in the FFA *Record Book* to demonstrate steps in posting exchange labor transactions.

O List on the chalkboard a variety of situations in which students will probably use exchange labor transactions in their record keeping systems.

OBJECTIVE 4

Select from a list reasons for enterprise transfers.

O Thoroughly discuss and explain enterprise transfer terms, especially for students who may have these types of transactions in their record keeping systems.

O Work additional examples of enterprise transfer transactions of the chalkboard.

O Discuss instances in which students have used or will use enterprise transfer transactions.

OBJECTIVE 5

Arrange in order the steps for posting an enterprise transfer.

O Use transparencies of forms in the FFA *Record Book* to demonstrate steps in posting enterprise transfer transactions.

O List on the chalkboard a variety of situations in which students will probably use enterprise transfer transactions in their record keeping systems.

OBJECTIVE 6

Select from a list rules for keeping records of land.

R Emphasize to students the importance of being realistic when establishing land values.

O Invite an appraiser or auctioneer to speak to the class about how land values are determined.

O Stress to the students the importance of not creating "paper profits" by simply appreciating the value of land.

OBJECTIVE 7

State rules for recording in the FFA *Record Book* gifts to the Supervised Agricultural Experience Program.

O Invite a tax attorney or tax accountant to explain the laws governing gift taxes.

O Point out the importance of properly recording gifts as a noncash expense.

OBJECTIVE 8

Select from a list rules for keeping records of equipment use.

O Invite a tax attorney or tax accountant to explain the laws concerning equipment expense and depreciation.

O Point out that equipment will continue to show as an expense if records are not kept as suggested in this section of the Information Sheet.

OBJECTIVE 9

Post FFA *Record Book* transactions. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 10

Post enterprise transfer transactions. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

UNIT REFERENCES

Publications

- Future Farmers of America *Supervised Agricultural Experience Program Record Book*. Stillwater OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1990.
- Jobes, Raleigh, and Darrel D. Kletke. *Oklahoma Farm and Ranch Custom Rates.* OSU Extension Fact Sheet No. 205. Stillwater, OK: Oklahoma State University, 1991.

ASSIGNMENT SHEETS

OBJECTIVE 9 **Assignment Sheet 1**

EXHIBITION RECORD

Record all exhibits related to ownership program.

Date	Kind of Exhibit	Where Exhibited	Placings	Prize Won
10/7	Hamp gilt	State Fair	1st	12 00
10/7	Hamp gilt	State Fair	7th	2 00

SALES AND INCOME

Date	Item of Sale and Description	Total Credit	Credit to Enterprise 1 SWINE	2 BEEF	3 WHEAT	4 LAND	5 EQUIP.	6 Agribusiness
10/24	1 bred Hamp gilt	185 00	185 00					
10/31	Exchange labor for							
	pasture rent for							
	cow and calf	10 00						10 00

EXPENSES

Date	Item of Expense and Description	Total Credit	Charge to Enterprise 1 SWINE	2 BEEF	3 WHEAT	4 LAND	5 EQUIP.	6 Agribusiness
10/10	200# hog feed @ \$13.^{10}/cwt	26 20	26 20					
10/11	Breeding fee for 2							
	gilts @ \$50/each	100 00	100 00					
10/27	1 Hamp barrow	75 00	75 00					
10/27	1 Cross barrow	75 00	75 00					
10/31	Exchange labor for							
	pasture rent for							
	cow/calf for Oct.	10 00		10 00				

OBJECTIVE 10 **Assignment Sheet 2**

SALES AND INCOME

Date	Item of Sale and Description	Total Credit	Credit to Enterprise					
			1 SWINE	2 BEEF	3 WHEAT	4 LAND	5 EQUIP.	6 Agri-business
11/30	Grazing 20 acres of							
	wheat pasture by							
	10-400# steers							
	@ $2.00/cwt per month							
	for month of Nov.	80 00			80 00			

EXPENSES

Date	Item of Expense and Description	Total Credit	Charge to Enterprise					
			1 SWINE	2 BEEF	3 WHEAT	4 LAND	5 EQUIP.	6 Agri-business
11/30	Grazing 20 acres of							
	wheat pasture by							
	10-400# steers							
	@ $2.00/cwt per month							
	for the month of Nov.	80 00		80 00				

WRITTEN TEST

OBJECTIVE 1	1, 3, 5, 6, 7, 8, 9
OBJECTIVE 2	2, 3, 5, 6
OBJECTIVE 3	2, 3, 1
OBJECTIVE 4	1, 3, 4
OBJECTIVE 5	3, 5, 1, 4, 2
OBJECTIVE 6	Land owned - 2, 3, 5, 6 Land rented for cash - 2, 3, 6 Crop-share rented land - 1, 2, 4, 5
OBJECTIVE 7	Answers should include the following in any order: • Record the gift as an expense at fair-market value or appraised value. • Record the same information in the Gifts and Income Other than Earnings Section. • Record the assets that have a title, deed, or registration paper in the student's name.
OBJECTIVE 8	2, 4
OBJECTIVE 9	**Evaluated on Assignment Sheet 1.**
OBJECTIVE 10	**Evaluated on Assignment Sheet 2.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE — C3 — Record Keeping Transactions

TOTAL NUMBER OF TEST QUESTIONS 54

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-9	X
2	1-7	X
3	1-3	X
4	1-5	X
5	1-5	X
6	1-6; 1-6; 1-6	X
7	1-3	X
8	1-4	X
9	Evaluated on AS 1	
10	Evaluated on AS 2	

INSTRUCTOR'S GUIDE

DEPRECIATION

C4

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students read *Depreciation and Investment Credit* by Mike L. Hardin, OSU Fact Sheet No. 748.

Writing

Have students write a one to two page essay summarizing this Fact Sheet. They should include an explanation of the two depreciation methods listed and the recovery periods for assets they might need to depreciate. Have the students choose one of the depreciation methods as their preference and explain why they chose it.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1 **Select from a list reasons for depreciating an asset.**

O Allow the students to discuss and ask questions to ensure an understanding of the reasons for depreciating assets.

O Invite a local agricultural business person or farm equipment dealer to discuss depreciation and reasons why it is good to keep or sell at a certain point.

OBJECTIVE 2 **List the major causes of depreciation.**

R Ask students to discuss what they think causes assets to go down in value. Also ask how much they think assets go down in value.

O Provide examples to illustrate each major cause of depreciation. List examples on the chalkboard in their correct categories.

OBJECTIVE 3 **State how to calculate straight-line depreciation.**

O On the chalkboard record items that students list as types of assets that should be depreciated in an SAE Program. Follow up listing activity by having students estimate actual cost, salvage values, and productive life for each asset.

O Invite an income tax attorney or accountant to tell the class about all methods of computing depreciation. They should also explain benefits and problems with each.

O Help students develop an understanding of how to calculate depreciation using the straight-line method.

O Have students practice computing skills before completing the Assignment Sheet.

OBJECTIVE 4

State the rule for determining which assets to set up on a depreciation schedule.

O Invite an income tax attorney or accountant to discuss what can and cannot legally be depreciated and why.

O Allow students to ask why the listed assets are nondepreciable.

OBJECTIVE 5

Distinguish between depreciable and nondepreciable assets.

R Explain that in actuality some capital assets may appreciate in value, but that they are depreciated for tax deduction and management purposes. Further explain that sometimes for purposes of providing records to lending institutions, the appreciated value may be referred to rather than the depreciated value.

OBJECTIVE 6

Match assets to their suggested allowed years of depreciation.

O Invite an equipment dealer or building contractor to discuss the useful life of equipment and buildings.

OBJECTIVE 7

Arrange in order the steps for handling depreciable assets in the FFA *Record Book*.

O For those students with larger programs, work with the student and parents to set up the appropriate assets on the depreciation schedule.

O Work closely with students (one-on-one) who may need special help with this phase of record keeping.

OBJECTIVE 8

Complete a depreciation schedule. (Assignment Sheet)

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.

- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of the Competency Profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

- Hardin, Mike L. *Depreciation and Investment Credit.* OSU Fact Sheet No. 748. Stillwater, OK: Oklahoma State University Cooperative Extension Service.

- Future Farmers of America *Supervised Agricultural Experience Program Record Book.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1990.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

UNIT REFERENCES

Publications

- Hodgens, Jim. *Farm Business Management: Year I.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1979.

ASSIGNMENT SHEET

OBJECTIVE 8

Assignment Sheet

DEPRECIATION SCHEDULE

First Year

Item and Description	Date Acquired	Cost Information			Adjustments	Balance to Depreciate	Life	Method	Annual Depreciation % or $	Remaining Book Value at Start of Year	Depreciation This Year - Amount	Remaining Book Value
		Remaining Book Value of Trade-In	Cash Difference Paid	Total Cost Basis								
1	2	3	4	5	6	7	8	9	10	11	12	13
Portable Farrowing House	7/1	0	2500.^{00}	2500.^{00}	0	2500.^{00}	10	SL	250.^{00}	2500.^{00}	125.^{00}	2375.^{00}

DEPRECIATION SCHEDULE

Second Year

Item and Description	Date Acquired	Cost Information			Adjustments	Balance to Depreciate	Life	Method	Annual Depreciation % or $	Remaining Book Value at Start of Year	Depreciation This Year - Amount	Remaining Book Value
		Remaining Book Value of Trade-In	Cash Difference Paid	Total Cost Basis								
1	2	3	4	5	6	7	8	9	10	11	12	13
Portable Farrowing House	7/1	0	2500.^{00}	2500.^{00}	0	2500.^{00}	10	SL	250.^{00}	2375.^{00}	250.^{00}	2125.^{00}

WRITTEN TEST

OBJECTIVE 1

2, 5, 6

OBJECTIVE 2

Answers should include the following in any order:

- Wear and tear due to use
- Obsolescence due to new technology
- Deterioration due to elements of nature

OBJECTIVE 3

Subtract the salvage value from the cost and divide the difference by the productive life to find the amount depreciated each year.

OBJECTIVE 4

Set up only those assets with an expected useful life of more than one year and a cost of $100 or more at the time of purchase.

OBJECTIVE 5

1.	N	5.	D	9.	D
2.	D	6.	N	10.	D
3.	N	7.	N	11.	D
4.	N	8.	D	12.	D

OBJECTIVE 6

1.	C	5.	A
2.	D	6.	B
3.	E	7.	E
4.	D	8.	C

OBJECTIVE 7

3, 1, 6, 4, 2, 5

OBJECTIVE 8

Evaluated on the Assignment Sheet.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE – C4 – Depreciation

TOTAL NUMBER OF TEST QUESTIONS 38

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-7	X
2	1-3	X
3	1	X
4	1	X
5	1-12	X
6	1-8	X
7	1-6	X
8	Evaluated on the AS	

INSTRUCTOR'S
GUIDE

CLOSING RECORDS

C5

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students go to their classroom library or their school library and find a magazine that deals with agriculture or accounting. Have them find an article that deals with record keeping in agriculture and read it.

Writing

Have students write a short essay on how the information in the news article might affect their future agricultural enterprises.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Arrange in order steps for completing an ending inventory.

O Remind students of the importance of writing thorough descriptions of the asset items on the inventory.

O Stress to students that the horizontal totals of the enterprise columns must equal the amount of the Total Value column.

OBJECTIVE 2

Arrange in order steps for totaling Sales and Income pages and Expense pages.

O Explain the importance of making any necessary transfers.

O Again, stress that the horizontal totals of the Enterprise columns must equal the amount of the Total Credit column.

OBJECTIVE 3

State the formulas for calculating total head owned or acres harvested during the year.

O Explain to students that proper calculations are necessary in order for the student to see the scope of the SAE Program.

OBJECTIVE 4

Arrange in order steps for completing the FFA *Record Book* Summary pages.

O Demonstrate the steps for completing the Summary page using the chalkboard or overhead projector.

O Point out to the students that the sequence of steps is the main item of importance.

O Remind students that mathematical accuracy is important. Use of a calculator to double check totals is encouraged.

OBJECTIVE 5

State the steps for completing the Net Worth Statement (Balance Sheet) page.

O Demonstrate the steps for completing the Net Worth Statement page using the chalkboard or overhead projector.

O Point out to the students that the sequence of steps is the main item of importance.

O Remind students that mathematical accuracy is important. Use of a calculator to double check totals is encouraged.

OBJECTIVE 6

Arrange in order steps for completing the Financial Analysis page.

O Demonstrate the steps for completing the Financial Analysis page using the chalkboard or overhead projector.

O Point out to the students that the sequence of steps is the main item of importance.

O Remind students that mathematical accuracy is important. Use of a calculator to double check totals is encouraged.

OBJECTIVE 7

Arrange in order steps for starting a new FFA *Record Book*.

O Stress the importance of accuracy when transferring information and numbers. A quick double check can be done by making all the calculations again after the information is transferred. Answers should match those in the old book.

OBJECTIVE 8

Close out an FFA *Record Book*. (Assignment Sheet)

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.

- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

UNIT REFERENCES

Publications

- Future Farmers of America *Supervised Agricultural Experience Program Record Book.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1990.

ASSIGNMENT SHEET

OBJECTIVE 8 **Assignment Sheet**

ENDING INVENTORY

December 31, 19_____

Item or Description	Total Value		Value to the Enterprise											
			1 SWINE		2 BEEF		3 WHEAT		4 LAND		5 EQUIP.		6	
Ending Inventory Totals	16,442	50	560	00	968	00	914	50	14,000	00				

STUDENT'S NET WORTH STATEMENT (BALANCE SHEET)

(NOTE: This balance sheet is actually a condensed version. An actual balance sheet includes much more detail. Lenders may require an actual balance sheet.)

A. Student's Assets	Beginning	Ending
	Date 9-1	Date 12-31
1. Total inventory value (from pages 6 and 7)	$ 17,315.^{00}	$ 16,442.^{50}
2. Accounts receivable (from page 32)	$ —	$ —
3. Cash money on hand	$ 12.^{17}	$ 2.^{25}
4. Checking account (1st Nat'l. Bank)	$ 111.^{06}	$ 97.^{60}
5. Savings account (Liberty Fed. Sav. + Loan)	$ 2,134.^{18}	$ 2,179.^{74}
6. Other investments (cash surrender on bonds, cash surrender value of life insurance, postal savings, etc.)	$	$
12-ga. shotgun	$ 160.^{00}	$ 160.^{00}
1-yr.-old motorcycle	$ 700.^{00}	$ 700.^{00}
	$	$
	$	$
	$	$
A. TOTAL ASSETS	$ 20,432.^{41}	$ 19,582.^{09}

B. Student's Liabilities		
1. Unpaid bills (Central Feed Store)	$ 47.^{51}	$ —
2. Accounts payable (notes and mortgages) from page 32		
	$	$ —
3. Other liabilities (specify)	$	$ —
	$	$ —
	$	$ —
B. TOTAL LIABILITIES	$ 47.^{51}	$

NET WORTH (A minus B) Beginning $ 20,384.^{90} NET WORTH (A minus B) Ending $ 19,582.^{09}

(NOTE: Beginning net worth values in this book must be the same as the ending net worth values of the previous book; ending values of this book must be the same as the beginning net worth values of the next book.)

SALES AND INCOME

Date	Item of Sale and Description	Total Credit	Credit to Enterprise 1 SWINE	2 BEEF	3 WHEAT	4 LAND	5 EQUIP.	6 AGRI-BUSINESS
9/15	1 yr. rent of land for wheat							
	(20 acres @ $25/acre)	500 00				500 00		
9/20	10 hrs. tractor driving for Mr. Smith	40 00						40 00
9/22	400 bu. wheat @ $4.42/bu.	1,768 00			1,768 00			
9/27	Exchange labor for Sept. helping plant							
	parents' wheat (38 hrs.) in exchange for equip. use	152 80						152 80
9/30	Exchange labor for Sept. pasture rent	10 00						10 00
10/24	1 Bred Hamp Gilt	185 00	185 00					
10/31	Exchange labor for Oct. pasture rent							
	for cow & calf	10 00						10 00
11/8	1 Bred Hamp Gilt	225 00	225 00					
11/30	Exchange labor for Nov. pasture rent							
	for cow & calf	10 00						10 00
12/1	1 cross barrow	90 00	90 00					
12/1	Rented out wheat							
	pasture for Dec.	80 00			80 00			
12/31	Exchange labor for Dec. pasture rent	10 00						10 00
12/31	Prize Money Transfer	14 00	14 00					
	Forward Totals	3,094 80	514 00		1,848 00	500 00		232 80

EXPENSES

Date	Item of Expense and Description	Total Credit	Charge to Enterprise					
			1 SWINE	2 BEEF	3 WHEAT	4 LAND	5 EQUIP.	6
9/12	200# hog feed	26 00	26 00					
9/15	30bu. @$5.^{15}$/bu. seed wheat	154 50			154 50			
9/15	1 yr. of land for wheat							
	(20acres @$\$25.^{00}$/acre)	500 00			500 00			
9/16	Entry fee for Gilts (state Fair)	8 00	8 00					
9/22	2 tons 10-20-10 @$\$130$/T for wheat	260 00			260 00			
9/27	use of Dad's Equip. for discing + planting wheat	152 80			152 80			
9/30	Pasture rent in exchange for labor	10 00		10 00				
10/10	200# hog feed	26 20	26 20					
10/11	Breed fee for 2 gilts @ $\$50.^{00}$/gilt	100 00	100 00					
10/27	1 Hamp Barrow	75 00	75 00					
10/27	1 Cross Barrow	75 00	75 00					
10/31	Oct. pasture rent in exchange for labor	10 00		10 00				
11/12	500# hog feed	66 25	66 25					
11/30	Nov. pasture rent in exchange for labor	10 00		10 00				
12/31	Dec. pasture rent in exchange for labor	10 00		10 00				
Forward Totals		1,483 75	376 45	40 00	1,067 30			

EARNINGS SUMMARY

OWNERSHIP

Enterprise

	Program Totals		1 SWINE		2 BEEF	
1. Ending Inventory (p. 7)			560	00	968	00
2. Beginning Inventory (p. 6)			707	00	888	00
3. Inventory Difference (1–2)			-147	00	80	00
4. Income (p. 11)			514	00	—	
5. Expenses (p. 17)			376	45	40	00
6. Net Cash Income (4–5)			137	55	-40	00
7. Net Profit or Loss (3+6)			- 9	45	40	00

WAGE EARNING

Job Titles or Types of Work

	Program Totals		1		2	
8. Ending Inventory (p. 23)						
9. Beginning Inventory (p. 23)						
10. Inventory Difference (8–9)						
11. Earnings (p. 25)						
12. Expenses (p. 25)						
13. Net Income (11–12)						
14. Net Profit or Loss (10+13)						

15. Grand Totals (7+14)	

EARNINGS SUMMARY

OWNERSHIP

Enterprise

3 WHEAT		4 LAND		5 EQUIPMENT		6	
914	50	14,000	00				
1,720	00	14,000	00				
-805	50						
1,848	00	500	00				
1,067	30	—					
780	70	500	00				
-24	80	500	00				

WAGE EARNING

Job Titles or Types of Work

3		4		5		6	

WRITTEN TEST

OBJECTIVE 1 2, 3, 4, 1

OBJECTIVE 2 3, 4, 1, 2

OBJECTIVE 3 Livestock

Total Head During Year = Total Head on Ending Inventory + Total Head Sold + Total Head on Loss Record

Acreage

Total Acres During Year = Total Acres Harvested During Calendar Year

OBJECTIVE 4 1, 5, 6, 7, 3, 2, 4, 8

OBJECTIVE 5 Answer should include the following:

1. Complete the ending column by following the same procedures used in completing the beginning column.
2. Compute the ending net worth by subtracting the ending total liabilities from the ending total assets.

OBJECTIVE 6 7, 14, 1, 6, 13, 2, 5, 12, 3, 4, 11, 8, 10, 9

OBJECTIVE 7 9, 5, 3, 8, 7, 2, 6, 4, 1

OBJECTIVE 8 **Evaluated on the Assignment Sheet.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture 1*

UNIT NUMBER AND TITLE — C5 — Closing Records

TOTAL NUMBER OF TEST QUESTIONS 43

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-4	X
2	1-4	X
3	1-2	X
4	1-8	X
5	1-2	X
6	1-14	X
7	1-9	X
8	Evaluated on the AS	

THE LIVESTOCK INDUSTRY

D1

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students read *Cattle Cycles, Profits and Risks*, by John Ikerd. OSU Fact Sheet No. 453.

Writing

Have students write a one-page essay about the handout. The students should give their definition of profit and risk. Have the students state their opinion about whether they would want to enter this area of the livestock industry based on the information in this handout.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1 **Arrange in order the phases of agricultural enterprises.**

O Help students identify the different groups or organizations that affect a livestock product before it reaches the consumer's table.

OBJECTIVE 2 **List the six major types of livestock produced in Oklahoma.**

R Tell students that cattle and calves lead the livestock industry as the number one commodity, and that they contribute more than 1.9 billion dollars to the Oklahoma economy annually.

O Provide examples of weights used for feeder, stocker, and slaughter cattle. Explain how weights vary for different markets.

OBJECTIVE 3 **Identify the top five states that lead production in each livestock enterprise.**

R Show Transparency Masters 1-6 to illustrate which states produce various livestock.

R Relate Oklahoma's ranking as a livestock industry producer. In 1992 Oklahoma ranked fourth in cattle and calf production, thirty-first in dairy production, nineteenth in sheep production, twenty-fourth in swine production, third in horse production, and eleventh in poultry production.

O Tell students that Oklahoma is first in beef production of cattle per square mile.

OBJECTIVE 4

Arrange agricultural livestock commodities according to their production levels.

R Start a class discussion by asking why Texas is the leading cattle producing state.

O Remind students that cattle and calf production leads all other agricultural commodities.

O Direct students to use magazines and newspapers to collect current market prices and quantities available for each type of livestock commodity. Use this material for a written or oral report.

OBJECTIVE 5

Match selected livestock products to average yearly American consumption per person.

R Lead a class discussion focusing on the impact of consumers' eating habits on the agricultural livestock market.

O Conduct a class survey to determine the amount of beef, pork, dairy products, lamb, and poultry consumed daily by class members. Convert class averages to a yearly average and compare to national averages.

OBJECTIVE 6

State the 1992 distribution of the consumer's beef dollar.

R Show Transparency Master 7 to help students visualize the distribution of the consumer's beef dollar.

R Ask the students about the correlation between the distribution of the consumer's beef dollar and the time period that each individual or group keeps the animal. Explain that the period of time that each group or individual has the animal varies a great deal. The rancher has the animal for 493 days from conception to weaning, or 59.9 percent of the time. The animal spends 175 days as a stocker, or 21.2 percent of the time. Another 150 days, or 18.1 percent of the time is spent in the feedlot. The packer keeps the animal two days, or 0.2 percent of the time. The wholesaler has the animal 5 days, or 0.6 percent of the time. The retailer has the animal 4 days, or 0.5 percent of the time.

O Begin a class discussion by holding up a one-dollar bill. Ask students key questions relating to the distribution of the consumer's beef dollar. What percent of each dollar is received by the farmer, the retailer, the feeder, the packers/wholesalers, and the distributors?

O Follow up class discussion on distribution of the consumer's beef dollar by converting the dollar to one-hundred pennies. Arrange the pennies in stacks to depict the distribution of the consumer's beef dollar.

OBJECTIVE 7 **Match to their correct job descriptions occupational titles related to the livestock industry.**

O Invite resource people from the area to discuss career opportunities available in the livestock industry.

O Have each student to interview a person currently engaged in some facet of the livestock industry. Have students give written or oral reports based on their interviews.

OBJECTIVE 8 **Interpret general trends in the livestock industry. (Assignment Sheet 1)**

R See the general instructions for all Assignment Sheets.

R Help students plot a graph by drawing a graph on the chalkboard.

O Give each student a copy of the *1992 Oklahoma Agricultural Statistics*. Help students locate information.

OBJECTIVE 9 **Interpret price changes in the livestock industry. (Assignment Sheet 2)**

R See the general instructions for all Assignment Sheets.

R Help students plot a graph by drawing a graph on the chalkboard.

O Give each student a copy of the *1992 Oklahoma Agricultural Statistics*. Help students locate information.

OBJECTIVE 10 **Calculate percentage of price increase or decrease for agricultural products. (Assignment Sheet 3)**

R See the general instructions for all Assignment Sheets.

R Work the following problem on the chalkboard to help those students who may have problems working percentages. Prices of market steers were 63 cents per pound in 1990 and 68 cents per pound in 1992. What was the price change? What was the percent change?

O Give each student a copy of the *1992 Oklahoma Agricultural Statistics*. Help students locate information.

OBJECTIVE 11

Analyze the effects of the livestock industry on county and state economies. (Assignment Sheet 4)

R See the general instructions for all Assignment Sheets.

R Help students plot a graph by drawing a graph on the chalkboard.

O Give each student a copy of the *1992 Oklahoma Agricultural Statistics*. Help students locate information.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.

- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

Ikerd, John. *Cattle Cycles, Profits and Risks*. OSU Fact Sheet No. 453. Oklahoma State University Cooperative Extension Service.

Oklahoma Agricultural Statistics. Oklahoma City, OK: Oklahoma Department of Agriculture, 1992.

UNIT REFERENCES

Publications

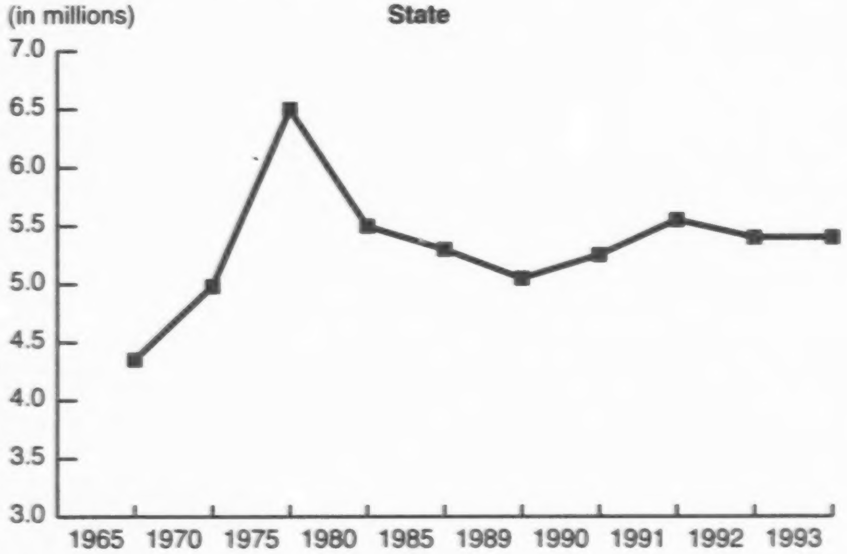
- *Agricultural Statistics.* Washington, D.C.: United States Government Printing Office, 1992.
- Briggs, Hilton M. and Dinus M. Briggs. *Modern Breeds of Livestock.* New York: McMillian Publishing Co., Inc., 1980.
- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.
- *Oklahoma Agricultural Statistics.* Oklahoma City, OK: Oklahoma Department of Agriculture, 1992.

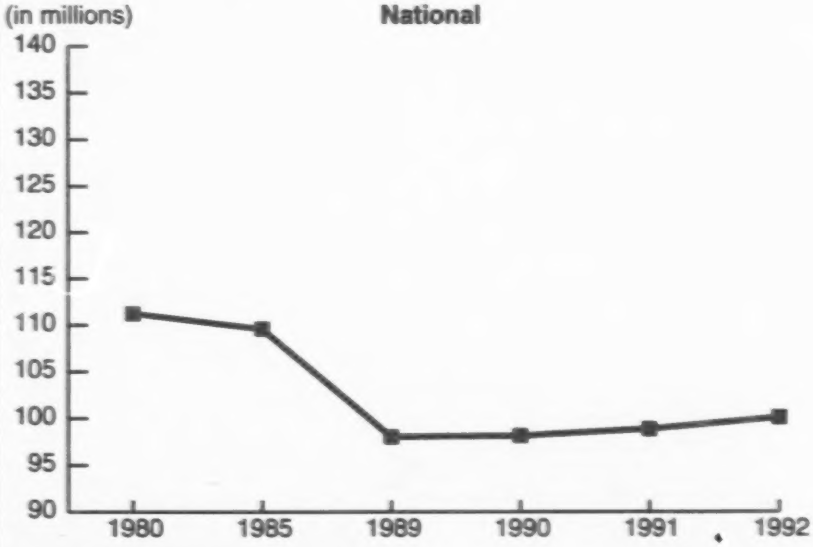
ASSIGNMENT SHEETS

OBJECTIVE 8

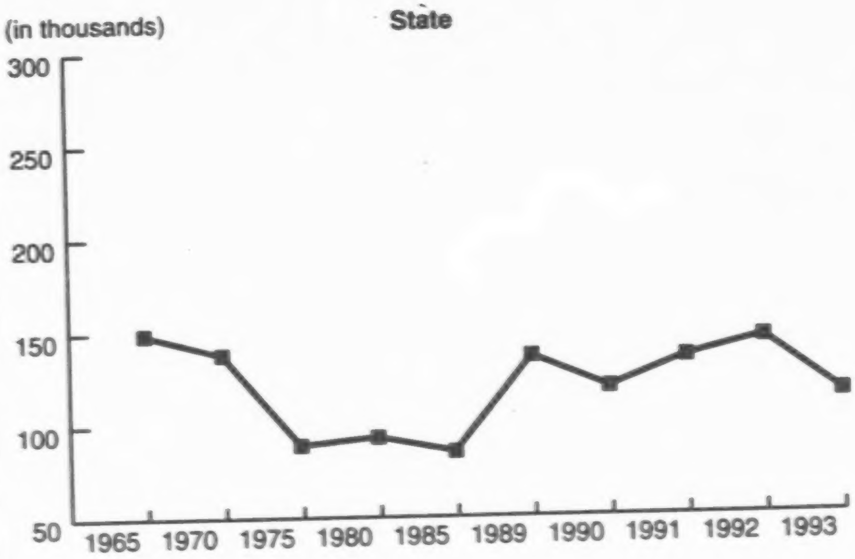
Assignment Sheet 1

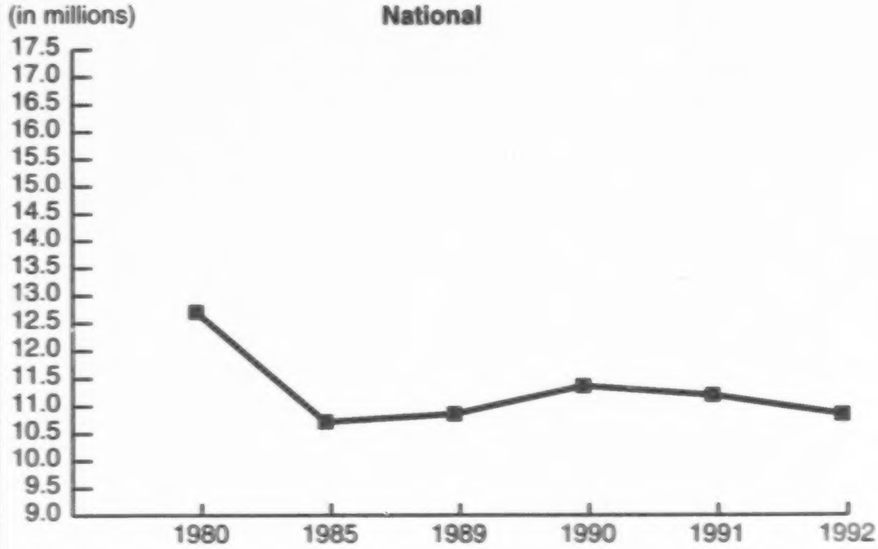
- All cattle and calves



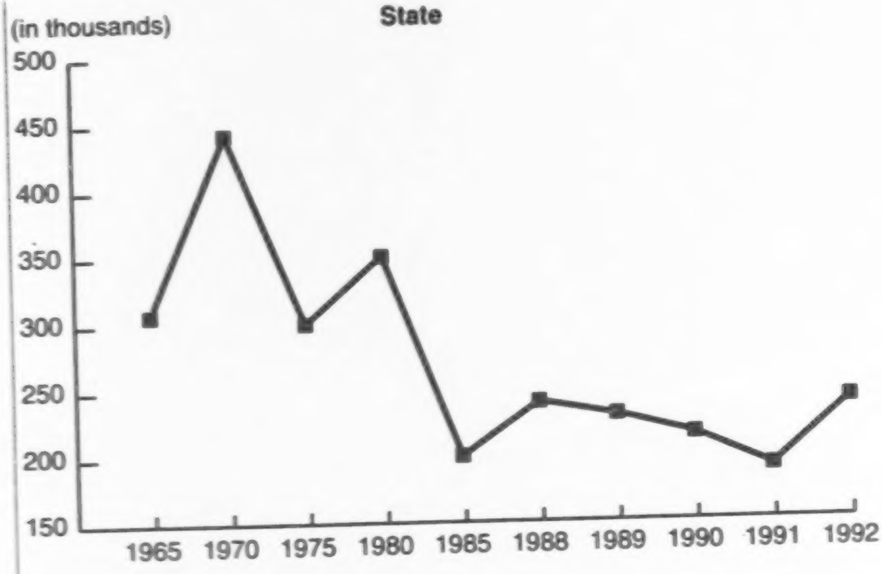


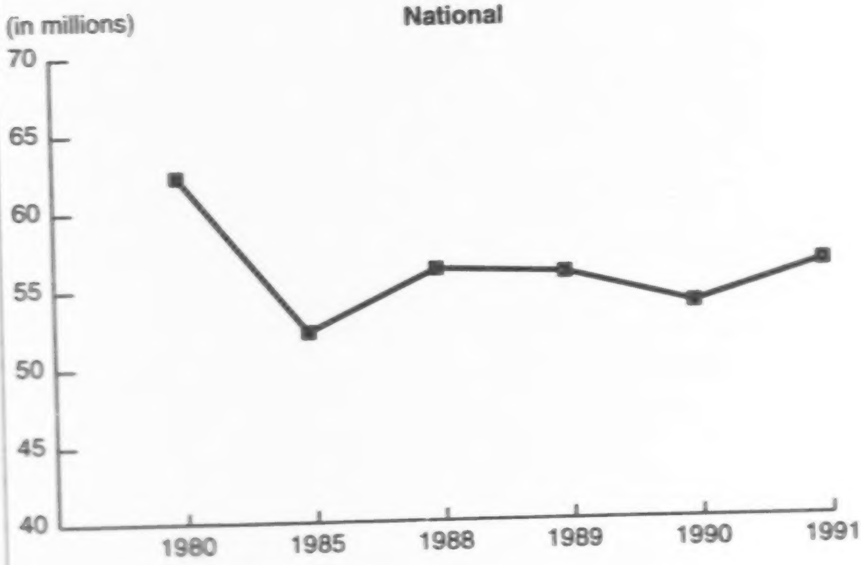
- All sheep and lambs




(in millions)
National
17.5
17.0
16.5
16.0
15.5
15.0
14.5
14.0
13.5
13.0
12.5
12.0
11.5
11.0
10.5
10.0
9.5
9.0
1980
1985
1989
1990
1991
1992

- Hogs


State
(in thousands)
500
450
400
350
300
250
200
150
1965
1970
1975
1980
1985
1988
1989
1990
1991
1992


National
(in millions)
70
65
60
55
50
45
40
1980
1985
1988
1989
1990
1991

1. 1975

2. Answers should demonstrate student's use of proper reference materials.

3. When supply of inventory goes up, prices usually decrease. When supply of inventory goes down, prices usually increase.

4. 1965

5. Answers should demonstrate student's use of proper reference materials.

6. Answers should demonstrate student's use of proper reference materials.

7. 1970

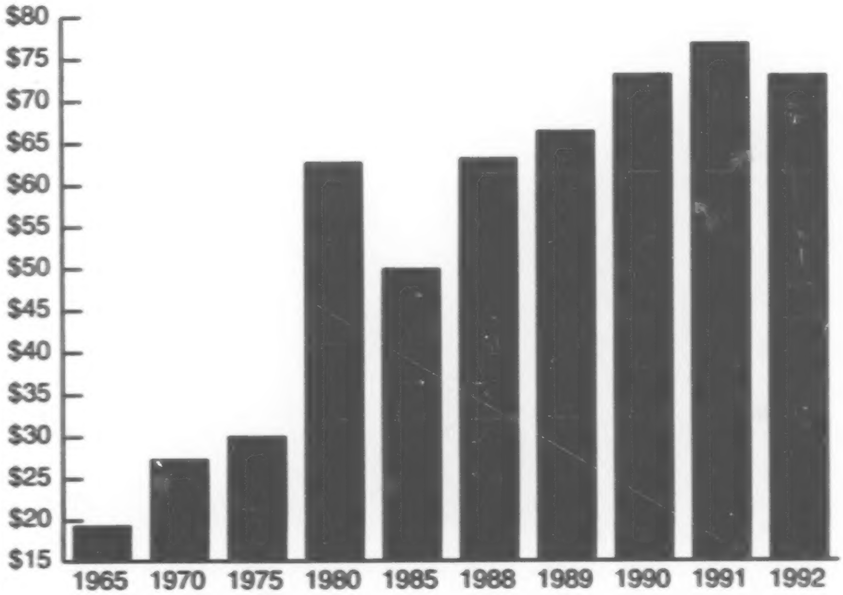
8. Answers should demonstrate student's use of proper reference materials.

9. Answers should demonstrate student's use of proper reference materials.

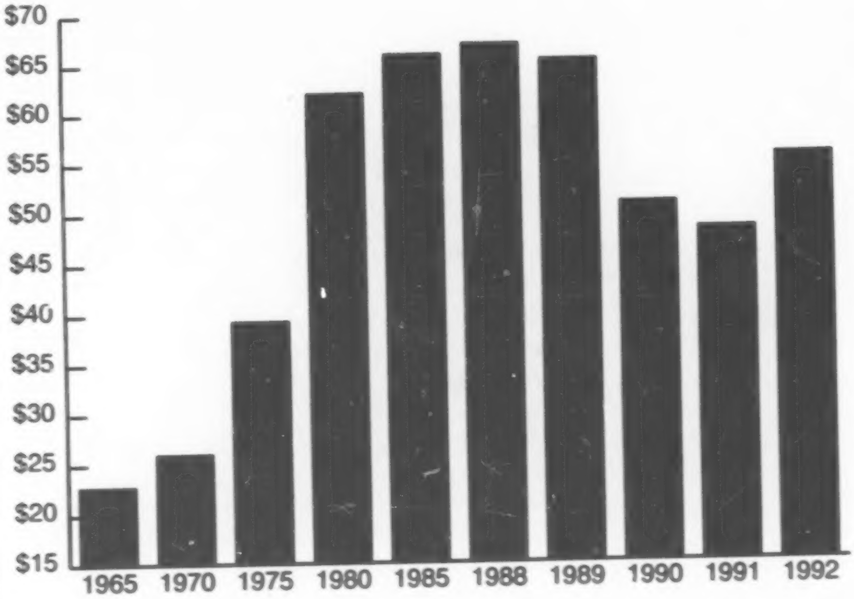
OBJECTIVE 9

Assignment Sheet 2

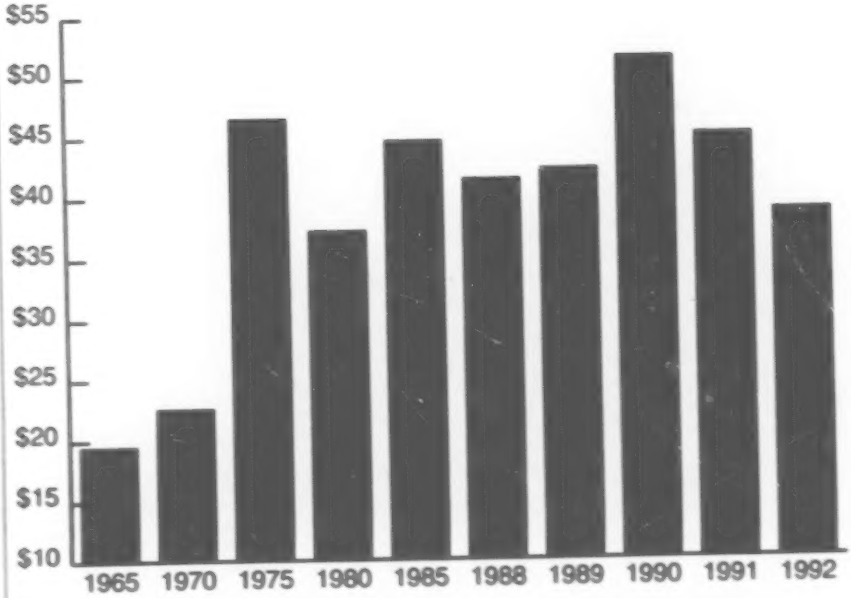
- Cattle



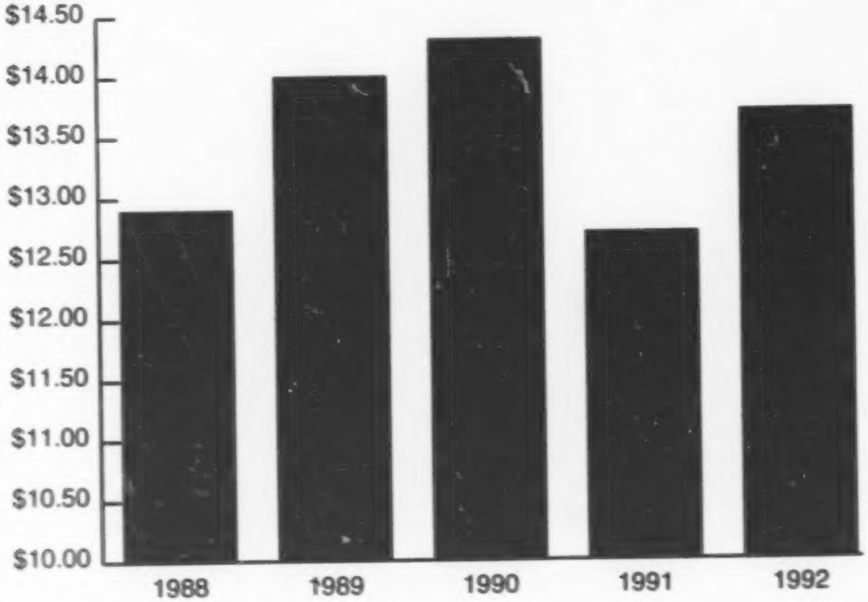
- Lambs


$70
$65
$60
$55
$50
$45
$40
$35
$30
$25
$20
$15
1965
1970
1975
1980
1985
1988
1989
1990
1991
1992

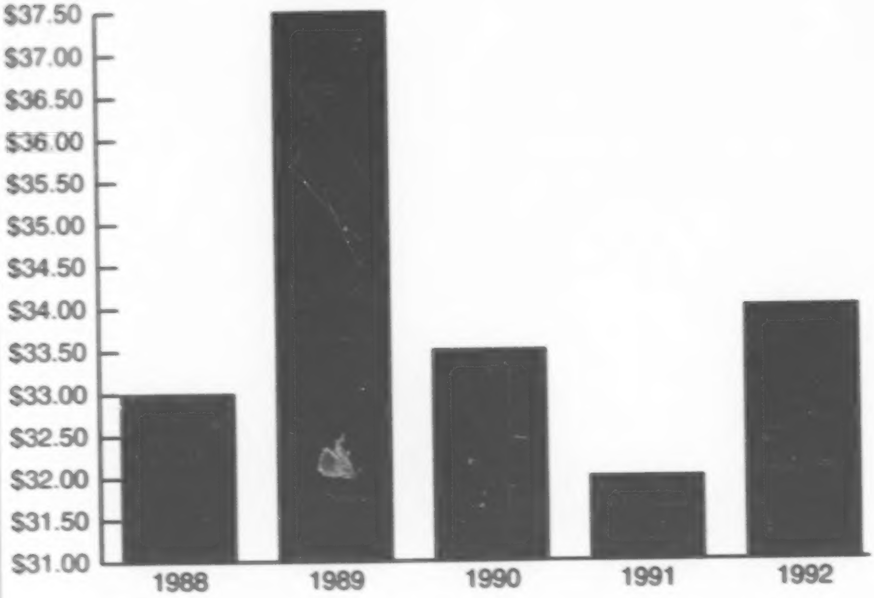
- Hogs


$55
$50
$45
$40
$35
$30
$25
$20
$15
$10
1965
1970
1975
1980
1985
1988
1989
1990
1991
1992

- Milk



- Broilers



1. 1991
2. up
3. 1988
4. up
5. 1990
6. down
7. 1990
8. 1989

OBJECTIVE 10

Assignment Sheet 3

Part 1

	Year	Price
1.	1991	$76.80
2.	1988	66.90
3.	1990	51.40
4.	1990	14.30
5.	1989	37.50

6. $73.00
7. $55.60
8. $38.70
9. $13.70
10. $34.00

11 - 15

Answers should demonstrate student use of correct reference materials and calculations.

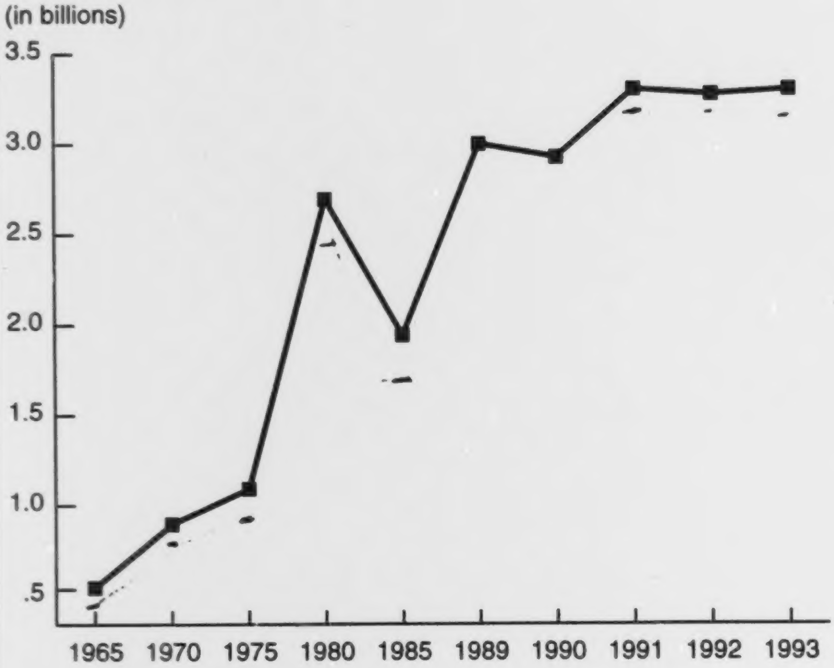
Part 2

Answers should demonstrate student use of correct reference materials and calculations.

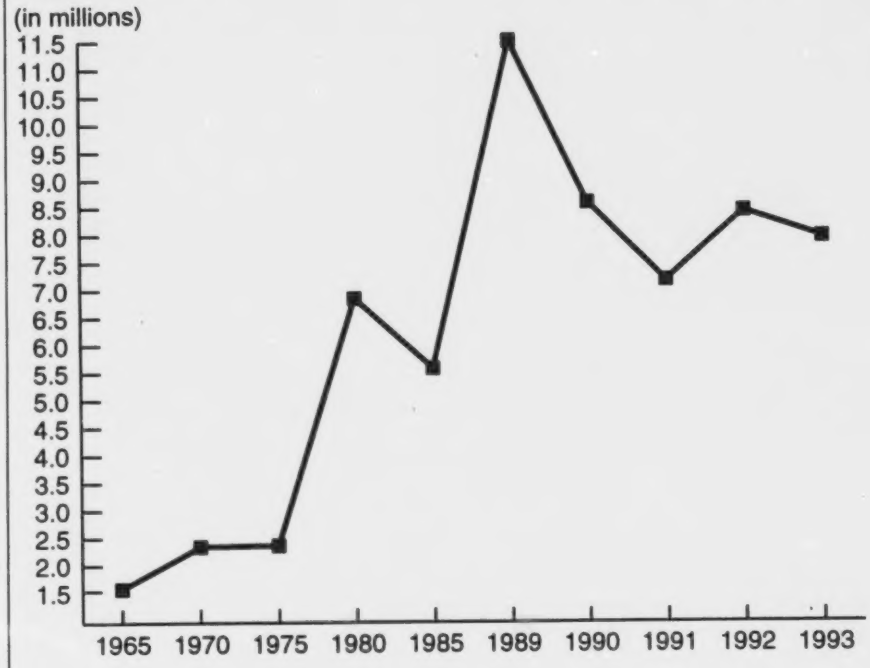
OBJECTIVE 11

Assignment Sheet 4

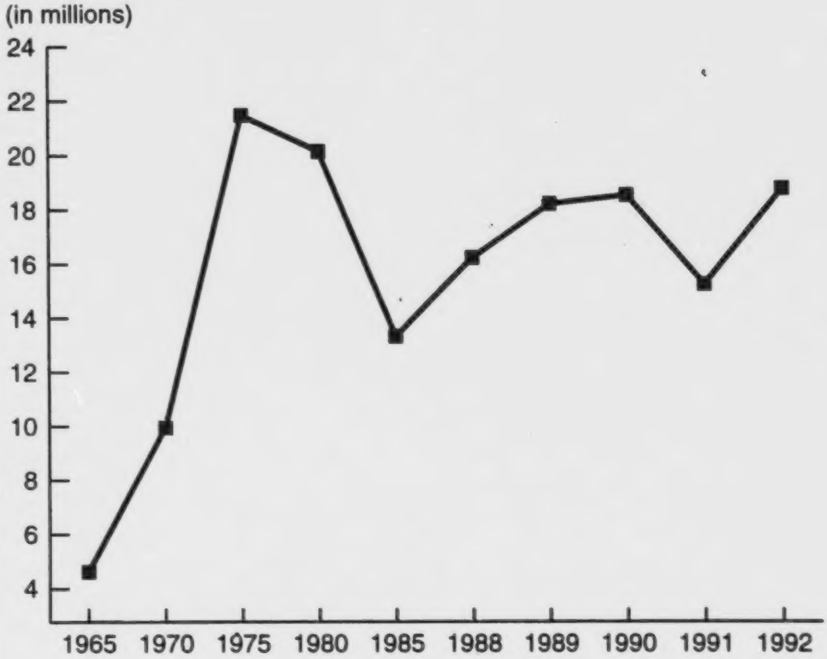
- All cattle and calves



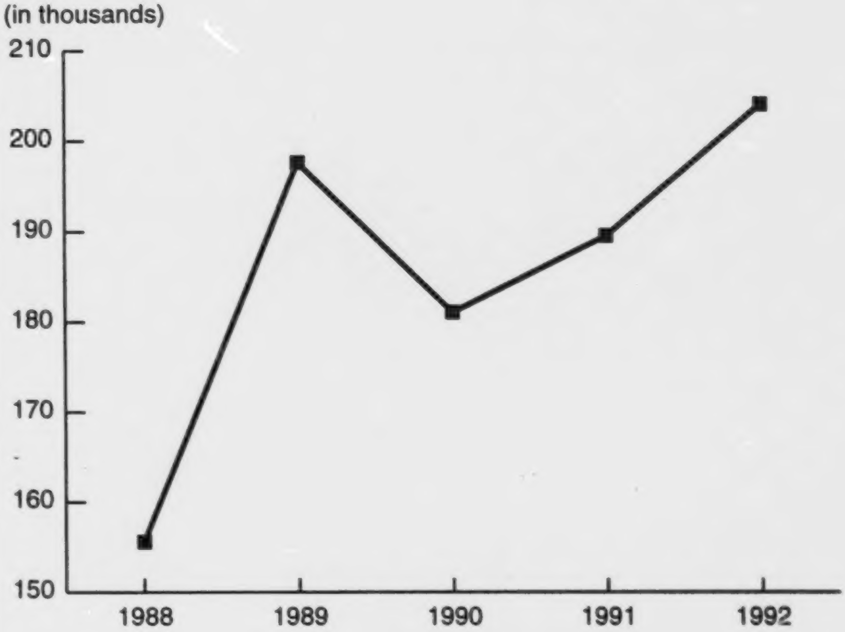
- All sheep and lambs



- All hogs and pigs



- Broilers



1. up
2. down
3. down
4. down
5. up
6. up
7. In most instances when inventory numbers are up, prices are down.
8. Answers should demonstrate student use of proper reference materials and ability to follow directions.
9. Answers should demonstrate student use of proper reference materials and ability to follow directions.
10. Answer should include reasons to support the student's position and correct use of grammar and spelling.

WRITTEN TEST

OBJECTIVE 1

3, 1, 4, 2

OBJECTIVE 2

Answers must include the following, in any order:

- beef cattle and calves
- dairy cattle and products
- swine
- sheep
- horses
- poultry

OBJECTIVE 3

- Beef cattle
    1. Texas
    2. Nebraska
    3. Kansas
    4. Oklahoma
    5. Missouri
- Dairy cattle
    1. Wisconsin
    2. California
    3. New York
    4. Pennsylvania
    5. Minnesota

- Swine

  1. Iowa
  2. Illinois
  3. Minnesota
  4. Indiana
  5. Nebraska

- Sheep

  1. Texas
  2. Wyoming
  3. California
  4. Montana
  5. South Dakota

- Horses

  1. Texas
  2. California
  3. Oklahoma
  4. Illinois
  5. Colorado

- Poultry

  1. California
  2. Indiana
  3. Pennsylvania
  4. Georgia
  5. Ohio

OBJECTIVE 4

5, 4, 1, 2, 3

OBJECTIVE 5

1. C
2. A
3. D
4. E
5. B

OBJECTIVE 6

Answer must include the following, in any order:

- rancher – 39.8¢
- retailer – 25.8¢
- feeder – 24.2¢
- packer/wholesaler – 6.3¢
- marketing – 3.9¢

OBJECTIVE 7

1. L
2. F
3. A
4. G
5. C
6. H
7. K
8. J
9. I
10. D
11. M
12. B
13. E

OBJECTIVE 8 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 9 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 10 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 11 **Evaluated on Assignment Sheet 4.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE — D1 — The Livestock Industry

TOTAL NUMBER OF TEST QUESTIONS 68

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-4	X
2	1-6	X
3	1-5; 1-5; 1-5; 1-5; 1-5; 1-5	X
4	1-5	X
5	1-5	X
6	1-5	X
7	1-13	X
8	Evaluated on AS 1	
9	Evaluated on AS 2	
10	Evaluated on AS 3	
11	Evaluated on AS 4	

INSTRUCTOR'S GUIDE

BEEF BREEDS AND SELECTION

D2

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have the students read *Meat Trends Consumption, Prices, and Production Costs,* by Clement E. Ward and James N. Trapp, OSU Fact Sheet No. 488.

Writing

Have the students write a one to two page essay comparing the differences between the consumption, retail price trends, and the production cost trends for each of the meats listed. Have them pick the meat they think they would like to raise and tell why by using the comparisons.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1 **Identify major breeds of beef cattle.**

O Show the video *Livestock Breeds* and discuss breed characteristics. Stress color pattern as well as body and head characteristics.

O Show the slides *American Simmental* to help students to see how the Simmental breed crosses with other breeds.

O Develop a bulletin board using pictures of the different breeds received from breed associations.

OBJECTIVE 2 **Label the parts of a beef animal.**

R Use Transparency Master 1 to help students learn to identify the parts of a beef animal. Stress the importance of calling the parts by their correct names. Students must use correct terminology when writing and giving oral reasons for their placings.

OBJECTIVE 3 **List factors to consider in selecting show animals.**

R Discuss performance and breeding records. Use the information received from the breed associations.

O Use an Oklahoma City or Tulsa State Fair catalog to help students learn to identify show classifications. To enhance a heifer's showing in her class, it is important to know the show classifications prior to purchasing show heifers.

OBJECTIVE 4 **List indicators of muscling.**

R Use Transparency Master 2 to help students learn to recognize indicators of muscling.

R Remind students that muscle is the part of the beef animal that is eaten. The more muscling an animal has, the more meat there is to eat.

O Use pictures found in breed magazines to help students identify indicators of muscling.

OBJECTIVE 5 **List indicators of finish.**

R Use Transparency Master 3 to help students recognize indicators of finish.

R Tell students that the amount of marbling determines the quality grade of the animal. An animal has to have a .4 inch finish over the ribs in order to grade "choice."

R Tell students that the optimum composition of a slaughter animal is 65 percent muscle, 23 percent fat, and 12 percent bone.

R Tell students that a carcass of 600 to 900 pounds (live weight 1,000 to 1,350 pounds) brings the highest market price.

OBJECTIVE 6 **Label types of defective front and hind legs.**

R Use Transparency Masters 4 and 5 to help students identify types of defective front and hind legs.

O Stress with the students the importance of animals having good, sound, correct feet and legs. Tell students that the legs are similar to a foundation of a house. When the foundation of the house cracks, the house cracks.

O Have students use breed magazines to collect pictures of animals that have defective legs.

OBJECTIVE 7

Select from a list characteristics of the ideal market steer.

R Use Transparency Master 6 to introduce the characteristics of the ideal market steer.

R Discuss the rate of gain and feed conversion. Using the chalkboard, develop some problems related to the cost of feeding an animal that has good conversion as compared to the cost of feeding an animal that has poor conversion. Ask students to figure the cost of putting on a pound of weight when feed costs $9.50 per hundredweight and the conversion rate is 7.0 pounds.

O Use the *National Steer Symposium* booklet to develop discussion points regarding the ideal steer.

OBJECTIVE 8

List desirable characteristics of a cow.

R Use Transparency Master 7 to point out important desirable characteristics of a cow. Talk about such terms as deep bodied, large bones, wide chest, and strong topline. Provide students with ample examples and illustrations so that they may develop a basis for comparison.

O Invite a breeder to talk to the class about characteristics used in selecting replacement cows.

OBJECTIVE 9

List desirable characteristics of a bull.

R Use Transparency Master 8 to point out important desirable characteristics of a bull. Talk about such terms as long body, clean flank, and muscular forearm. Provide students with ample examples and illustrations so that they may develop a basis for comparison.

O Invite a breeder to talk to the class about characteristics used in selecting replacement bulls.

OBJECTIVE 10

Label wholesale cuts of beef with their proper names and desired percentages of total carcass yield.

R Use Transparency Master 9 to show the cuts of beef and the percentage of carcass yield.

O Review with the students the optimum carcass value of 65 percent muscle, 23 percent fat, and 12 percent bone.

O Tell students that a good carcass animal should produce the maximum of the high-priced cuts and a very minimum of the less valuable bones and internal organs.

O Explain to students the difference between wholesale and retail cuts.

OBJECTIVE 11

Define livestock judging.

O Have an agricultural education student from the senior class talk to the students about livestock judging. The discussion should tell how judging has helped the senior student.

O Invite a beef producer to speak with the class about how to analyze an animal's individual traits.

OBJECTIVE 12

Match to their correct definitions terms associated with livestock judging.

O Help students learn each term as it is presented by using selected portions from the video *Livestock Breeds* to illustrate the meanings of such terms as trimness, scale, quality, and type.

O Use photographs received from breed associations to help clarify terms.

OBJECTIVE 13

Distinguish between selected beef-judging terms for desirable and undesirable traits.

R Discuss why the traits are classified as desirable or undesirable. Illustrate how the terms are used when evaluating an animal and making comparisons.

O Demonstrate for students how to tie the terms into phrases. For example, "A nicely balanced heifer that had more evidence of muscling down her top and more volume through her quarter."

O Divide the class into two teams. Have one team be responsible for using terms for desirable traits and the other team be responsible for using terms for undesirable traits. When the team using terms for desirable traits calls out a term, the team using terms for undesirable traits calls out the opposite term. After all the terms have been used, reverse the procedure.

OBJECTIVE 14

State the purpose of the FFA placing card.

O Explain how the FFA placing card is used, its purpose, and how to fill it out correctly.

O Put an example on the chalkboard and have the students write the example on the card.

OBJECTIVE 15

List steps involved in computing placing scores.

O Use the chalkboard to demonstrate how to compute placing scores.

OBJECTIVE 16

Compute placing scores. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 17

State the purpose of giving reasons for placings.

O Tell students that learning to give livestock reasons is probably one of the most important things to be learned in this class. Giving reasons provides the opportunity to organize thoughts in a confident, precise, and logical manner.

OBJECTIVE 18

Evaluate sets of written reasons for placing classes of beef cattle. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

O Record the written reasons for placings in this Assignment Sheet and play them back to the class. This activity will give the students an example of how oral reasons for placings should be given.

OBJECTIVE 19

Arrange in order steps to follow in taking notes for oral reasons for placings.

O Explain how to take notes for oral reasons and how to evaluate a set of reasons.

O Distribute stenographer's notebooks to the class. Put an example of a set of notes on the chalkboard, and have students copy the notes into their notebooks. Show students how to use abbreviations when taking notes.

OBJECTIVE 20

Select from a list techniques for presenting oral reasons for placings.

O Tell students that learning to give oral reasons for their placings will improve their public-speaking ability.

O Ask a junior or senior agricultural education student to give a set of reasons for placings to the class. Require students to verify if the individual used correct terminology in presenting the reasons.

OBJECTIVE 21

Arrange in order steps to follow in presenting oral reasons for placings.

O Allow students to record their reasons for placings on audio or video tape and play them back to the class. This will give the students a chance to evaluate their own work.

O Invite a university student involved in judging to demonstrate the present acceptable style of giving oral reasons for placings.

OBJECTIVE 22

Evaluate characteristics of a cow. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

O Review material covered in objective 8.

OBJECTIVE 23

Evaluate characteristics of a bull. (Assignment Sheet 4)

R See the general instructions for all Assignment Sheets.

O Review material covered in objective 9.

OBJECTIVE 24

Evaluate market steers. (Assignment Sheet 5)

R See the general instructions for all Assignment Sheets.

O Show the video *Fundamentals of Livestock Judging*.

O Discuss how the market types have changed using the illustrations to clarify points.

OBJECTIVE 25

Judge a breeding class of beef cattle. (Assignment Sheet 6)

R See the general instructions for all Assignment Sheets.

R Teach Objectives 25 and 26 together.

R Have the juniors and seniors put together a breeding class for the students to judge.

R Require students to take a set of notes on the class. The next day require the students to write reasons for their placings on the class.

O Show the video *Judging Heifers*.

OBJECTIVE 26

Judge a market class of steers. (Assignment Sheet 7)

- R See the general instructions for all Assignment Sheets.
- R Have the juniors and seniors put together a market class for the students to judge.
- R Require students to take a set of notes on the class. The next day require the students to write reasons for their placings on the class.
- O Show the video *Judging Steers.*

OBJECTIVE 27

Write sets of reasons for placing classes of beef cattle. (Assignment Sheet 8)

- R See the general instructions for all Assignment Sheets.
- R Using notes from the previous judging sessions, require the students to write the reasons for their placings on each class judged.

OBJECTIVE 28

Give a set of oral reasons for placing a class of beef cattle. (Assignment Sheet 9)

- R See the general instructions for all Assignment Sheets.

OBJECTIVE 29

Use resource materials to locate information about beef cattle breeds. (Assignment Sheet 10)

- R See the general instructions for all Assignment Sheets.
- O Have students give oral reports on their research and breed selections.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.

- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of the Competency Profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

- Ward, Clement E., and James N. Trapp. *Meat Trends Consumption, Prices, and Production Costs.* OSU Fact Sheet No. 488. Oklahoma State University Cooperative Extension Service.

Other Media

The following item is available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK.

- FFA placing cards

OPTIONAL RESOURCES

Publications

- Callahan, Jarold. *OSU Livestock Judging Manual.* Stillwater, OK: Oklahoma State University, 1982.

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

Videos

- *American Simmental.* Available for loan or purchase from the American Simmental Association, Inc., 1 Simmental Way, Bozeman, MT 59715. 41 color slides.

- *Hereford Judging Class.* Available for loan or purchase from American Hereford Association, 715 Hereford Drive, Kansas City, MO 64101, 816-842-3757. 24 color slides for four classes consisting of market steers, senior bull calves, spring yearling heifers, and show steer prospects.

The following videos are available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK. For ordering information call 800-522-5810.

- *Beef Reproduction I.* VHS, 32 minutes.
- *Beef Reproduction II.* VHS, 45 minutes.
- *Beef Reproduction III.* VHS, 36 minutes.
- *Cattle Breed ID: British.* VHS, 21 minutes.
- *Cattle Breed ID: Dairy.* VHS, 21 minutes.
- *Cattle Breed ID: Composites I.* VHS, 21 minutes.
- *Cattle Breed ID: Composites II.* VHS, 20 minutes.
- *Cattle Breed ID: Continental.* VHS, 30 minutes.
- *Cattle Breed ID: Zebu.* VHS, 20 minutes.
- *Fundamentals of Livestock Judging.* VHS, 21 minutes.
- *Judging Heifers.* VHS, 19 minutes.
- *Judging Steers.* VHS, 37 minutes.
- *Livestock Breeds.* VHS reproduction of a 42 slide set.
- *Management Practices for Beef Cattle I.* VHS, 25 minutes.
- *Management Practices for Beef Cattle II.* VHS, 47 minutes.
- *Oral Reasons for Livestock Judging.* VHS, 37 minutes.
- *Practice Judging Cattle Breed ID I.* VHS. 27 minutes.
- *Practice Judging Cattle Breed ID II.* VHS. 26 minutes.

Other Media

- *The Angus Journal.* American Angus Association, 3201 Frederick Boulevard, St. Joseph, MO 64506, 816-233-3101.
- *The American Chianina Journal.* American Chianina Association, P.O. Box 890, Platte City, MO 64079, 816-431-2808.
- *American Hereford Journal.* American Hereford Association, 715 Hereford Drive, Kansas City, MO 64101, 816-842-3757.
- *The American Red Angus.* Red Angus Association of America, 4201 I-35, North Denton, TX 76207-3415, 817-387-3502.
- *The Beefmaster Cowman.* Beefmaster Breeders Universal, 6800 Park Ten Boulevard, Suite 290W, San Antonio, TX 78213, 512-732-3132.
- *The Brahman Journal.* American Brahman Breeders Association, 1313 La Concha Lane, Houston, TX 77054, 713-795-4444.
- *The Brangus Journal.* International Brangus Breeders Association, Inc., P.O. Box 696020, 5750 Epsilon, San Antonio, TX 78269-2060, 512-696-8231.
- *The Charolais Journal.* American International Charolais Association, P.O. Box 18247, Kansas City, MO 64195, 816-464-5977.
- *Gelbvieh World.* American Gelbvieh Association, 10900 Dover Street, Westminster, CO 80021, 303-465-2333.
- *Maine-Anjou Journal.* American Maine-Anjou Association, 564 Livestock Exchange Building, Kansas City, MO 64102, 816-474-9555.
- North American Limousin Foundation, P.O. Box 4467, Englewood, CO 80155, 303-220-1693.
- *Polled Hereford World.* American Polled Hereford Association, 11020 N.W. Ambassador Drive, Kansas City, MO 64153-2034, 816-896-8400.
- *Red Poll News and Reader Directory.* American Red Poll Association, Box 35519, Louisville, KY 40232, 502-635-6540.

- *The Register.* American Simmental Association, Inc., 1 Simmental Way, Bozeman, MT 59715, 406-587-4531.
- *The Santa Gertrudis Journal.* Santa Gertrudis Breeders International, P.O. Box 1257, Kingsville, TX 78364, 512-592-9357.
- *Shorthorn Country.* American Shorthorn Association, 8288 Hascall Street, Omaha, NB 68124, 402-393-7200.

UNIT REFERENCES

Publications

- Briggs, Hilton M. and Dinus M. Briggs. *Modern Breeds of Livestock.* New York: McMillian Publishing Co., Inc., 1980.
- Callahan, Jarold. *OSU Livestock Judging Manual.* Stillwater, OK: Oklahoma State University, 1982.
- Ensminger, M.E. *Beef Cattle Science.* Danville, IL: The Interstate Printers and Publishers, Inc., 1987.
- *National Steer Symposium Report.* Stillwater, OK: Oklahoma State University, 1983.

ASSIGNMENT SHEETS

OBJECTIVE 16 — **Assignment Sheet 1**

1. 36
2. 45
3. 38
4. 32
5. 14

OBJECTIVE 18 — **Assignment Sheet 2**

Part 1

CROSSBRED STEER REASONS

I placed these crossbred steers 4 - 3 - 2 - 1. I considered 4 a placeable top as he best combined size, muscling, and correctness of finish; however, I would like to see him stronger over his top.

In my top pair I preferred 4 over 3, as 4 was a taller, longer patterned steer that was especially longer in his rump. Furthermore, 4 was a thicker, wider topped steer that had more shape and expression of muscling down through his quarter than 3. Four was a trimmer, firmer handling steer that would hang up a heavier-muscled, higher-cutability carcass. I will grant 3 was a straighter lined steer that was flat in his quarter.

In my middle pair I placed 3 over 2, as 3 was a nicer balanced, stretchier steer. Three was a cleaner-fronted steer that was trimmer in his middle and firmer handling down his top than 2. In addition, 3 was standing on more substance of bone and was deeper ribbed than 2. Three will hang up a trimmer carcass with a higher ratio of lean to fat. I will concede that 2 was a wider-standing, heavier-muscled steer, but I criticize him as he was a heavy-fronted, patchy-finished steer that was too small.

In moving to my bottom pair, I liked 2 over 1, as 2 was the thickest-topped, heaviest-quartered steer in the class. 2 was a deeper-ribbed steer that did stand on more length of leg than 1. I realize that 1 was a much trimmer steer being especially trimmer over his top and through his middle; however, I placed 1 last as he was a small-framed, light-muscled steer that was bare over his ribs. In addition 1 was an extremely light-quartered steer that would hang up the carcass least apt to grade "choice."

BEST COPY AVAILABLE

Part 2

The assignment should be evaluated on the following criteria:

- Student found any desirable or undesirable terms that lacked meaning or purpose.
- Student suggested that changes should be made in the reasons.
- Could reasons be given in less than two minutes?

OBJECTIVE 22

Assignment Sheet 3

1.

Desirable Traits	Undesirable Traits
Long-fronted	Shallow-ribbed
Straight-lined	Narrow-rumped
Nice-balanced	Fine-boned
Feminine	Heavy briskets
Long cannon	
Large-framed	
Correct feet and legs	
Long-bodied	

2.

Desirable Traits	Undesirable Traits
Nicely balanced	Round-rumped
Heavy-muscled	Leathery-fronted
Big-volumed	Coarse-shouldered
Large-framed	In at hocks
Growthy	Straight, steep-shouldered
Heavy-boned	

3.

Desirable Traits	Undesirable Traits
Correct on feet and legs	Leathery-fronted
Long-bodied	Heavy brisket
Nicely balanced	Short-necked
Big-volumed	
Good spring of rib	
Straight-lined	
Level-rumped	
Feminine-fronted	
Flat -shouldered	
Good udder	

4.

Desirable Traits	Undesirable Traits
Large-framed	Too much set to hock
Long-bodied	Heavy brisket
Smooth-shouldered	Droops hooks to pins
Good volume and capacity	Needs leveler udder
Adequate muscle	Fine-boned

5.

Desirable Traits	Undesirable Traits
Trim-conditioned	Poorly balanced
Good elevation and extension	Fine-boned
	Crooked-legged
	Narrow-made
	Light-muscled
	Tight-ribbed

6.

Desirable Traits	Undesirable Traits
Large-framed	Poor udder attachment
Large capacity	Large balloon teats
Straight-lined	Rough-shouldered
Correct feet and legs	Heavy-fronted
Thick-quartered	Fat, heavy condition
	Short

OBJECTIVE 23

Assignment Sheet 4

1.

Desirable Traits	Undesirable Traits
Nicely-balanced	Rough-shouldered
Straight-lined	Short-necked
Correct feet and legs	Shallow-ribbed
Heavy-muscled	
Good testicular development	

2.

Desirable Traits	Undesirable Traits
Large-framed	Light-boned
Long bodied	
Heavy-muscled	
Well-balanced	

3.

Desirable Traits	Undesirable Traits
Large-framed	Poorly balanced
	Coarse-shouldered
	Light-quartered

OBJECTIVE 24

Assignment Sheet 5

1.

Desirable Traits	Undesirable Traits
	Short-bodied
	Fat, wasty
	Lacks size and scale
	Excess finish

2.

Desirable Traits	Undesirable Traits
	Light-framed
	Shallow-bodied
	Light-muscled

3.

Desirable Traits	Undesirable Traits
Trim brisket	
Bulging forearm	
Well-developed rump	

OBJECTIVE 25

Assignment Sheet 6.

The assignment should be evaluated on the following criteria:

- Student placed the class correctly.
- Student scored well on the placings.

OBJECTIVE 26

Assignment Sheet 7.

The assignment should be evaluated on the following criteria:

- Student placed the class correctly.
- Student scored well on the placings.

OBJECTIVE 27

Assignment Sheet 8.

The assignment should be evaluated on the following criteria:

- Student used correct terms for desirable and undesirable traits in writing the reasons.
- Student tied the phrases together.
- The reasons separated the pairs.
- The reasons were convincing.
- The reasons could be given in less than two minutes.
- Student used correct grammar and punctuation.

OBJECTIVE 28

Assignment Sheet 9.

The assignment should be evaluated on the following criteria:

- Student spoke using an appropriate voice.
- The reasons were convincing.
- The reasons were presented in two minutes or less.
- Student looked the reason-taker in the eye.

OBJECTIVE 29

Assignment Sheet 10.

The assignment should be evaluated on the following criteria:

- Student answered the questions correctly.
- Student used a variety of sources to answer the questions.
- Student used references correctly.
- Student used correct grammar, punctuation, and sentence structure.

WRITTEN TEST

OBJECTIVE 1

1. Maine-Anjou
2. Chianina
3. Simmental
4. Limousin
5. Gelbvieh
6. Brahman
7. Charolais
8. Red Angus
9. Angus
10. Polled Hereford
11. Horned Hereford
12. Beefmaster
13. Santa Gertrudis
14. Shorthorn
15. Brangus

OBJECTIVE 2

1. Hind flank
2. Hoof
3. Hind shank
4. Hock
5. Stifle
6. Quarter
7. Hooks
8. Tailhead
9. Rump
10. Loin
11. Back
12. Crops
13. Neck
14. Poll
15. Forehead
16. Face
17. Muzzle
18. Shoulder vein
19. Dewlap
20. Shoulder
21. Brisket
22. Forearm
23. Knee
24. Pastern
25. Dewclaw
26. Cannon bone
27. Elbow
28. Underline
29. Sheath
30. Foreflank
31. Ribs
32. Last rib (13)
33. Body

OBJECTIVE 3

Answers should include the following in any order:

- Type
- Breeding and performance
- Show classification

OBJECTIVE 4

Answers should include the following in any order:

- Long rump
- Sharp turn over sirloin area
- Muscling in shoulder and forearm
- Wide stance in front and rear
- Rounded topline

OBJECTIVE 5

Answers should include any five of the following in any order:

- Rolls around tailhead
- Flat loin and wide top
- Fat over ribs behind shoulder
- Deep body and full middle
- Deep and wide brisket
- Full flank
- Square rump
- Deep twist
- Full cod

OBJECTIVE 6

1. Splay-footed
2. Buck-kneed
3. Toed-in
4. Calf-kneed
5. Sickle-hocked
6. Cow-hocked
7. Out in the hocks
8. Post-legged

OBJECTIVE 7

1, 3, 4, 6, 7, 8, 9, 11, 12, 15, 16, 17

OBJECTIVE 8

Answer should include any ten of the following in any order:

- Feminine head
- Clean, neat throat and brisket
- Wide chest
- Large bones
- Deep bodied
- Strong topline
- Long rump
- Distinct tailhead that is smooth but free of fat
- Adequate muscling in stifle area
- Correct leg placement
- Strong pasterns
- Well-developed udder and teats
- Clean flank

OBJECTIVE 9

Answers should include any ten of the following in any order:

- Strong, masculine head
- Clean throat, dewlap, and brisket
- Muscular forearm
- Rugged bones
- Clean flank
- Well-developed testicles

- Strong pastern
- Strong and correct feet and legs
- Muscling at round and stifle
- Smooth, distinct tailhead
- Long rump
- Thick loin
- Strong back
- Adequate spring of rib and depth of chest
- Well-developed chest
- Long body

OBJECTIVE 10

1. Brisket 6%
2. Foreshank 4%
3. Plate 5.5%
4. Flank 4%
5. Hind shank 3%
6. Round 21%
7. Rump 3%
8. Sirloin 9%
9. Short loin 8%
10. Rib 8%
11. Short ribs 1.5%
12. Chuck 26%

OBJECTIVE 11

The process of carefully analyzing an animal's individual traits and comparing those traits to an ideal animal or standard

OBJECTIVE 12

1. A
2. F
3. C
4. B
5. E
6. D
7. G
8. H
9. I
10. J
11. K
12. L
13. O
14. N
15. M
16. P
17. S
18. R
19. Q

OBJECTIVE 13

1. U
2. D
3. U
4. D
5. D
6. U
7. D
8. U
9. D
10. U
11. U
12. D
13. D
14. D
15. D
16. U
17. U
18. D
19. D
20. U
21. D

OBJECTIVE 14

Answer should include the following in any order:

- Identify the judge
- Record the placing
- Relate to officials how the class was placed

OBJECTIVE 15

1. Compare placings to official placings.
2. Write placings as pairs.
3. Use cuts to calculate points.
4. Subtract total points from 50 to find placing score.

OBJECTIVE 16	**Evaluated on Assignment Sheet 1.**
OBJECTIVE 17	To present your opinion and justification for placing a class of livestock
OBJECTIVE 18	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 19	2, 4, 1, 3, 5
OBJECTIVE 20	1, 2, 3, 6, 8, 9, 10, 11, 13, 14, 16, 17, 19, 20
OBJECTIVE 21	2, 1, 3, 4
OBJECTIVE 22	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 23	**Evaluated on Assignment Sheet 4.**
OBJECTIVE 24	**Evaluated on Assignment Sheet 5.**
OBJECTIVE 25	**Evaluated on Assignment Sheet 6.**
OBJECTIVE 26	**Evaluated on Assignment Sheet 7.**
OBJECTIVE 27	**Evaluated on Assignment Sheet 8.**
OBJECTIVE 28	**Evaluated on Assignment Sheet 9.**
OBJECTIVE 29	**Evaluated on Assignment Sheet 10.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) ***Agriculture I***

UNIT NUMBER AND TITLE — D2 — Beef Breeds and Selection

TOTAL NUMBER OF TEST QUESTIONS **196**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **24**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	**1-15**	**X**
2	**1-33**	**X**
3	**1-3**	**X**
4	**1-5**	**X**
5	**1-5**	**X**
6	**1-8**	**X**
7	**1-17**	**X**
8	**1-10**	**X**
9	**1-10**	**X**
10	**1-12**	**X**
11	**1**	**X**
12	**1-19**	**X**
13	**1-21**	**X**
14	**1-3**	**X**
15	**1-4**	**X**
16	**Evaluated on AS 1**	
17	**1**	**X**
18	**Evaluated on AS 2**	

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
19	1-5	X
20	1-20	C
21	1-4	C
22	Evaluated on AS 3	
23	Evaluated on AS 4	
24	Evaluated on AS 5	
25	Evaluated on AS 6	
26	Evaluated on AS 7	
27	Evaluated on AS 8	
28	Evaluated on AS 9	
29	Evaluated on AS 10	

INSTRUCTOR'S GUIDE

SWINE BREEDS AND SELECTION

D3

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.

- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students read *Seasonal Hog Prices and Profits* by Clement E. Ward, Joseph E. Williams, and Timm J. Bliss, OSU Fact Sheet No. 508.

Writing

Have students write a one to two page report comparing the profits from each type of hog production and the seasons of profitability. Students should state when they would sell hogs if they owned the operation.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Identify major breeds of swine.

O Show the video *Livestock Breeds* and discuss breed characteristics. Stress color patterns as well as body and head characteristics.

O Develop a bulletin board using pictures of different breeds received from breed associations.

OBJECTIVE 2

Label the parts of a hog.

R Use Transparency Master 1 to help students learn the parts of a hog. Stress the importance of calling the parts of a hog by their correct names. Tell students that judges need to use the correct names of different parts when giving their reasons for placings.

OBJECTIVE 3

Label wholesale cuts of pork with their proper names and desired percentages of total carcass yield.

R Use Transparency Master 2 to help students identify wholesale cuts of pork and their percentages of total carcass yield.

R Inform students that commercial producers market live animals by the hundredweight but that packing plants market carcasses by wholesale and retail cuts. The carcass yield determines the dollar value of the carcass.

O Help students distinguish between using the term cuts when judging a class of animals and when discussing carcass cuts.

- Help students develop a knowledge of carcass value in terms of dollars by having students do some math calculations. A 240-pound market hog hangs up a 175-pound carcass, which represents a 73 percent dressing yield.

- Explain to students that by using the different percentages of the wholesale cuts and by multiplying the percentage of the desired cut by the carcass weight, they can determine the total pounds of wholesale cuts available for sale.

- Take the students on a field trip to a supermarket to examine wholesale and retail cuts of pork. Have students price retail cuts. This will help students develop a knowledge of the value of wholesale cuts and help them realize that the pork producer wants to produce market hogs that have a high percentage of desirable wholesale cuts.

OBJECTIVE 4 **Define livestock judging.**

- Ask a student from the senior class to talk to the students about livestock judging. Have this student relate how judging has helped him or her.

- Ask a swine producer to talk to the class about how to analyze an animal's individual traits.

OBJECTIVE 5 **Match to their correct definitions terms associated with livestock judging.**

- Help students learn the meaning of each term as it is presented. Use selected slides to illustrate the meanings of such terms as trimness, scale, quality, and type.

- Use the video *Judging Market Swine* to clarify terms and judging techniques.

- Use photographs received from breed associations to help clarify terms.

OBJECTIVE 6 **List the two major traits of a market hog.**

- Teach objectives 6 and 7 together.

- Show the video *Swine Management I.*

- Talk to students about swine types, and give an overview of how the desired swine type has changed through the years. Stress that today importance is being placed equally on production traits and carcass traits.

OBJECTIVE 7

List characteristics of the ideal market hog.

R Use Transparency Master 3 to help students learn the characteristics of an ideal market hog.

O Go on a field trip and have the students identify and evaluate swine for type.

OBJECTIVE 8

Distinguish between selected swine-judging terms for desirable and undesirable traits.

R Use Transparency Master 4 to help students learn swine-judging terms to use for desirable and undesirable traits.

R Tell students why the swine-judging terms are classified for desirable and undesirable traits. Illustrate how the terms are used when evaluating an individual animal and making comparisons.

O Show students how to tie terms into phrases. For example, "A heavier-structured, stouter, more-durable gilt, with more volume. "

O Divide the class into two groups. Have one group be responsible for using terms for desirable traits and the other group be responsible for using terms for undesirable traits. When the group using terms for desirable traits calls out a term, the group using terms for undesirable traits calls out its opposite.

OBJECTIVE 9

State the purpose of the FFA placing card.

O Tell students how the FFA placing card is used. Explain the card's purpose and show how to fill out the card correctly.

O Put an example of a placing on the chalkboard and have the students place the example on an FFA placing card.

OBJECTIVE 10

List the steps involved in computing placing scores.

O Use the chalkboard to demonstrate how to compute placing scores.

OBJECTIVE 11

Compute placing scores. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 12 **State the purpose of giving reasons for placings.**

O Tell students that giving oral reasons provides the opportunity to organize thoughts in a confident, precise, logical manner.

O Record reasons and play them back to the class as an example of how oral reasons should be given.

OBJECTIVE 13 **Arrange in order steps to follow in taking notes for oral reasons for placings.**

O Tell students that learning to give oral reasons will improve their public speaking ability.

O Distribute stenography notepads to the class. Put an example of a set of notes on the chalkboard, and have students copy the notes into their steno books. Show students how to use abbreviations when taking notes.

OBJECTIVE 14 **Select from a list techniques for giving oral reasons for placings.**

O Ask a junior or senior to give a set of oral reasons to the class. Have the students use the Information Sheet to determine whether correct techniques were used in presenting the oral reasons for placings.

OBJECTIVE 15 **Arrange in order steps to follow in presenting oral reasons for placings.**

O Have students listen to a prerecorded set of reasons and determine whether the speaker followed proper steps.

OBJECTIVE 16 **Evaluate a set of written reasons for placing a class of swine. (Assignment Sheet 2)**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 17 **Evaluate characteristics of swine types. (Assignment Sheet 3)**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 18 **Judge classes of market swine. (Assignment Sheet 4)**

R See the general instructions for all Assignment Sheets.

R Have upperclass members put together a market class for the students to judge. Tell students to take a set of notes on each class. They will use the notes to write reasons for their placings in the classes.

O Distribute to the class copies of the National Duroc Picture Judging Contest rules and allow the class to judge the Duroc classes. Collect the placings and forward the entries to the National Duroc Association for scoring.

OBJECTIVE 19 **Judge a class of breeding swine. (Assignment Sheet 5)**

R See the general instructions for all Assignment Sheets.

R Have upperclass members put together a breeding class for the students to judge. Tell students to take a set of notes on each class. They will use the notes to write reasons for their placings in the classes.

OBJECTIVE 20 **Write sets of reasons for placing classes of swine. (Assignment Sheet 6)**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 21 **Give a set of oral reasons for placing a class of swine. (Assignment Sheet 7)**

R See the general instructions for all Assignment Sheets.

R Have the students give a set of oral reasons for their market and breeding class placings to upperclass members acting as reason-takers.

O Invite a university student involved in judging to demonstrate the acceptable style of giving oral reasons.

O Videotape the students giving oral reasons. Have them view and critique their own performances.

OBJECTIVE 22

Use resource materials to locate information about swine breeds. (Assignment Sheet 8)

R See the general instructions for all Assignment Sheets.

O Videotape the students giving reports. Have them view and critique their own performances.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

- Ward, Clement E., Joseph E. Williams, and Timm J. Bliss. *Seasonal Hog Prices and Profits.* OSU Fact Sheet No. 508. Oklahoma State University Cooperative Extension Service.

Other Media

The following item is available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK.

- FFA placing cards

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

The following items are available from Oklahoma State University, College of Agriculture, Animal Science Department, Stillwater, OK 74078.

- Callahan, Jarold. *OSU Livestock Judging Manual.*
- National Duroc Picture Judging Contest. United Duroc Swine Registry, 1803 W. Detweiller Drive, Peoria, IL 61615, 309-691-8064.
- *Oklahoma Swine Evaluation Symposium*

Videos

The following videos are available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK. For ordering information call 800-522-5810.

- *Fundamentals of Livestock Judging*, VHS, 21 minutes, color.
- *Judging Breeding Swine* , VHS, 30 minutes, color.
- *Judging Market Swine* , VHS, 26 minutes, color.
- *Livestock Breeds*, VHS reproduction of a 42 slide set, color.
- *Oral Reasons for Livestock Judging*, VHS, 34 minutes, color.
- *Swine Management I*, VHS, 23 minutes, color.
- *Swine Management II*, VHS, 22 minutes, color.
- *Swine Reproduction I*, VHS, 30 minutes, color.
- *Swine Reproduction II*, VHS, 30 minutes, color.

Other Media

- *American Hampshire Herdsman.* Hampshire Swine Registry, P.O. Box 9518, Peoria, IL 61612, 309-691-8178.
- *The American Landrace.* American Landrace Association, Inc., P.O. Box 2430, West Lafayette, IN 47906, 317-497-3718.

- *Berkshire News.* American Berkshire Association, P.O. Box 647, Lebanon, IN 46052, 317-482-3043.
- *Chester White Journal.* Chester White Swine Record Association, 1803 W. Detweiller Driver, Peoria, IL 61615, 309-691-0151.
- *Duroc News.* United Duroc Swine Registry, 1803 W. Detweiller Drive, Peoria, IL 61615, 309-691-8064.
- *The Poland China World.* Poland China Record Association, Box B, Knoxville, IL 61448, 309-289-6786.
- *Spotted News.* National Spotted Swine Record, Inc., 1803 W. Detweiller Drive, Peoria, IL 61615, 309-693-1804.
- *Yorkshire News.* American Yorkshire Club, Box 2417, West Lafayette, IN 47909, 317-463-3593.

UNIT REFERENCES

Publications

- Briggs, Hilton M., and Dinus M. Briggs. *Modern Breeds of Livestock.* New York: Macmillan Publishing Co., Inc., 1980.
- Callahan, Jarold. *OSU Livestock Judging Manual.* Stillwater, OK: Oklahoma State University, 1982.
- *Oklahoma Swine Evaluation Symposium Report.* Stillwater, OK: Animal Science Department, Division of Agriculture, Oklahoma State University, 1985.

ASSIGNMENT SHEETS

OBJECTIVE 11

Assignment Sheet 1

1. 44
2. 34
3. 44
4. 43

OBJECTIVE 16

Assignment Sheet 2

DUROC GILT REASONS

I preferred an alignment of 4-1-2-3 on this class of Duroc gilts, preferring 4, the heaviest-structured, widest-made gilt first. However, if I could change 4, I would like to see her more mobile off her front end.

Nonetheless, in my initial pair, 4 as compared to 1 was a wider-made gilt that exhibited more width between her blades and had more width and muscling to both rump and ham. In addition, 4 was a heavier-boned gilt with more circumference of forearm and scapula. Moreover, 4 was a longer-bodied gilt with a more uniformly spaced underline.

I will readily agree that 1, the sandy colored gilt, was a more mobile, longer-strided gilt that was leaner designed; however, I faulted 1 and placed her second as she was a shallow-bodied, tight-ribbed gilt that needed more thickness from end to end.

In my intermediate pair, I liked 1 over 2 due to 1's advantage in exterior design as she was a leveler-made, looser-appearing gilt that had more curvature and flex to her front end as well as more give and flex to her hock and pastern. One was also a wider-topped gilt that had more natural thickness to her loin and rump. Because of 1's advantage of looseness and mobility, she should be more adaptable to a wider variety of gestation regimes.

I will admit that 2 was a deeper-bodied gilt that had more depth to both fore and rear flank, as well as having more curvature of rib; however, I faulted 2 and preferred her third as she was a high-topped, steep-fronted gilt that lacked mobility off each end.

But now in my concluding pair I placed 2 over 3 as 2 was a much heavier-structured, stouter-made gilt that stood on more diameter of bone with more circumference to foot and forearm. Also 2 was a larger-framed, rawer-designed gilt that exhibited more natural width from end to end. Two also had a distinct advantage in volume as she was a deeper-bodied, looser-flanked gilt with a more convex rib shape.

I will definitely concede that 3 had the highest quality, most evenly spaced underline in the class; however, more importantly, 3 was the narrowest-made, lightest-muscled, finest-featured gilt in the class that would be the least adaptable to confinement situations.

Written by: Jarold Callahan
Instructor, Animal Science
Oklahoma State University

The assignment should be evaluated on the following criteria:

- Student found any desirable or undesirable terms that lacked meaning or purpose.
- Student suggested that changes should be made in the reasons.
- Reasons could be given in less than two minutes.

OBJECTIVE 17

Assignment Sheet 3

1.

Desirable Traits	Undesirable Traits
Long rump	Straight legs on front and rear, runs downhill in front
Deep flank	Shallow jaw
Appears to be very lean	Steep rump
Long neck	Light bone
	Straight pasterns
	Small feet

2.

Desirable Traits	Undesirable Traits
Long neck	High top, "rainbow top"
Big head	Tight flank
Deep jaw	Straight hind legs
Deep rib cage	Steep rump
Long rump	
Lean	
Wide forearm	

3.

Desirable Traits	Undesirable Traits
Good set to front and rear legs	Light bone
Good set to pasterns	Small feet
Level top	Small, shallow head
Level rump	Crest over neck
Long neck	
Loose flank	
Deep rib	

4.

Desirable Traits	Undesirable Traits
Large forearms	Steep rump
Deep ribcage	Short neck
Wide forearms	Straight front legs
Good set to rear legs	Shallow rib cage
	Shallow jaw

5.

Desirable Traits	Undesirable Traits
Deep-bodied	Short neck
Deep flank	Straight front legs
Good set to rear pasterns	Steep rump
Level rump	Crest over neck
Level top	
Deep, full rib cage	

6.

Desirable Traits	Undesirable Traits
Long head	High top, "rainbow top"
Deep-bodied	Steep rump
Long rump	Straight front legs
Appears to be lean	Big sheath
Deep jaw	

OBJECTIVE 18

Assignment Sheet 4

Part 1

Placings are 2 - 4 - 3 - 1 with cuts of 2, 4, 6.

Part 2

The assignment should be evaluated on the following criteria:

- Student placed the classes correctly.
- Student scored well on the placings.

OBJECTIVE 19

Assignment Sheet 5

The assignment should be evaluated on the following criteria:

- Student placed the class correctly.
- Student scored well on the placings.

OBJECTIVE 20

Assignment Sheet 6

The assignment should be evaluated on the following criteria:

- Student used correct terms for desirable and undesirable traits in writing the reasons.
- Student tied the phrases together.
- The reasons separated the pairs.
- The reasons were convincing.
- The reasons could be given in less than two minutes.
- Student used correct grammar and punctuation.

OBJECTIVE 21

Assignment Sheet 7

The assignment should be evaluated on the following criteria:

- Student spoke using an appropriate voice.
- The reasons were convincing.
- The reasons were presented in two minutes or less.
- Student looked the reason-taker in the eye.

OBJECTIVE 22

Assignment Sheet 8

The assignment should be evaluated on the following criteria:

- Student answered the questions correctly.
- Student used a variety of sources to answer the questions.
- Student used references correctly.
- Student used correct grammar, punctuation, and sentence structure.

WRITTEN TEST

OBJECTIVE 1

1. Berkshire
2. Yorkshire
3. Hampshire
4. Spots
5. Chester White
6. Duroc
7. Landrace
8. Poland China

OBJECTIVE 2

1. Jowl
2. Pastern
3. Knee
4. Foreflank
5. Belly
6. Sheath
7. Hind flank
8. Dewclaw
9. Hind leg
10. Hock
11. Stifle
12. Ham
13. Tail
14. Rump (hip)
15. Loin
16. Back
17. Shoulder
18. Neck
19. Ear
20. Snout
21. Nostril
22. Side

OBJECTIVE 3

1. Trimmed jowl 2%
2. Boston butt 9%
3. Picnic 10%
4. Forefoot 2%
5. Clear plate, back fat 15%
6. Loin 19%
7. Spareribs 3%
8. Bacon (belly) 16%
9. Ham 22%
10. Hind foot 2%

OBJECTIVE 4

Process of carefully analyzing an animal's individual traits and comparing those traits to an ideal animal or abstract

OBJECTIVE 5

1. E
2. L
3. A
4. H
5. F
6. M
7. J
8. K
9. D
10. B
11. C
12. I
13. G

OBJECTIVE 6

- Production – 50 percent emphasis
- Carcass – 50 percent emphasis

OBJECTIVE 7

Answers should include the following in any order:

- Raised in a litter of ten pigs
- Reached market weight in 150 days
- Has market weight of 240 pounds
- Has 32-inch-long carcass
- Has 0.70 inch of back fat at tenth rib
- Has 5.8 square inches of loin eye

OBJECTIVE 8

1. U
2. D
3. D
4. D
5. U
6. D
7. U
8. D
9. U
10. D
11. U
12. U

OBJECTIVE 9

Answers should include the following in any order:

- Identify the judge
- Record the placing
- Relate to officials how the class was placed

OBJECTIVE 10

1. Compare your placings to official placings.
2. Write your placings as pairs.
3. Use cuts to calculate points.
4. Subtract total points from 50 to find placing score.

OBJECTIVE 11

Evaluated on Assignment Sheet 1.

OBJECTIVE 12

To present your opinion and justification for placing a class of livestock

OBJECTIVE 13	2, 4, 1, 3, 5
OBJECTIVE 14	1, 2, 3, 6, 8, 9, 10, 11, 13, 14, 16, 17, 19, 20
OBJECTIVE 15	2, 1, 3, 4
OBJECTIVE 16	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 17	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 18	**Evaluated on Assignment Sheet 4.**
OBJECTIVE 19	**Evaluated on Assignment Sheet 5.**
OBJECTIVE 20	**Evaluated on Assignment Sheet 6.**
OBJECTIVE 21	**Evaluated on Assignment Sheet 7.**
OBJECTIVE 22	**Evaluated on Assignment Sheet 8.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) ***Agriculture I***

UNIT NUMBER AND TITLE — D3 — Swine Breeds and Selection

TOTAL NUMBER OF TEST QUESTIONS **111**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **24**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	**1-8**	**X**
2	**1-22**	**X**
3	**1-10**	**X**
4	**1**	**X**
5	**1-13**	**X**
6	**1-2**	**X**
7	**1-6**	**X**
8	**1-12**	**X**
9	**1-3**	**X**
10	**1-4**	**X**
11	**Evaluated on AS 1**	
12	**1**	**X**
13	**1-5**	**X**
14	**1-20**	**C**
15	**1-4**	**C**
16	**Evaluated on AS 2**	
17	**Evaluated on AS 3**	
18	**Evaluated on AS 4**	

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
19	**Evaluated on AS 5**	
20	**Evaluated on AS 6**	
21	**Evaluated on AS 7**	
22	**Evaluated on AS 8**	

SHEEP BREEDS AND SELECTION

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students read *Starting a Sheep Enterprise* by Gerald Fitch, OSU Fact Sheet No. 3856.

Writing

Require students to write a paper answering the nine questions listed at the beginning of the fact sheet. They should use several sentences or paragraphs to answer each question.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Identify major breeds of sheep.

O Show the video *Livestock Breeds*, and discuss breed characteristics. Stress color markings and body characteristics.

O Invite a sheep breeder to talk to the class about his or her operation. Follow up the talk with a field trip to the farm.

O Develop a bulletin board, using pictures of the different breeds.

O Have the students paste each breed's picture on separate sheets of paper and then identify the breeds.

OBJECTIVE 2

Label the parts of a sheep.

R Use Transparency Master 1 to point out the three major separations of the animal. Stress the importance of calling a sheep's body parts by their correct names. Tell the students they will use the names of body parts when giving reasons for placings.

O Bring a sheep into the shop area and use the animal to help students learn to identify the parts. While a student is holding the animal, use a pointer to indicate parts that the students are to practice identifying.

OBJECTIVE 3

Select from a list the characteristics of the ideal market lamb.

R Use Transparency Master 2 to form the foundation for students to learn desirable characteristics of market lambs and breeding sheep.

O Bring live sheep into the shop or arrange a field trip to allow students to identify characteristics using live sheep.

OBJECTIVE 4

List desirable characteristics of breeding sheep.

R Use Transparency Master 4 to illustrate desirable and undesirable sheep.

O Review selections from *Livestock Breeds* to point out desirable characteristics of sheep and how the characteristics are similar among sheep breeds.

O Bring live sheep into the shop or arrange a field trip to allow students to identify characteristics using live sheep.

OBJECTIVE 5

Label wholesale cuts of lamb with their proper names and desired percentages of total carcass yield.

R Use Transparency Master 3 to help students label the wholesale cuts of lamb and percentages of total carcass yield.

O Use a meat chart from the National Livestock and Meat Board to help students distinguish between retail and wholesale cuts of lamb.

O Have students collect retail prices of lamb and then bring the information to class. Use the information to stress the importance of producing a lamb that hangs up a high-yielding carcass.

O Use the chalkboard to help students calculate carcass yield. For instance, if the live weight of a slaughter lamb is 115 pounds and the dressing is 45 to 55 percent, what is the approximate carcass weight? (52 to 63 pounds) If the average retail price of lamb is $1.35, what is the value of the carcass? ($70 to $85) Point out how the hindsaddle area is approximately 45 percent of the weight but actually accounts for 65 percent of the lamb's value.

OBJECTIVE 6

Define livestock judging.

O Introduce the class to judging by showing the video *Judging Sheep.*

O Ask an agricultural education student from the senior class to talk to students about sheep judging.

OBJECTIVE 7

Match to their correct definitions terms associated with livestock judging.

O Introduce the class to judging by showing *Judging Ewe Lambs.* Use judging terms to help students start learning to apply the terms.

O Have the students review the breed pictures and apply the judging terms to the pictures.

OBJECTIVE 8

Select from a list major factors to consider in judging breeding sheep.

O Use pictures from breed associations and from magazines to help students learn the meaning of such factors as type, quality, and general appearance.

O Tell students that in breeding classes each breed has a standard of excellence. Show a picture of the ideal type Suffolk. Use the points of the standard of excellence to help students learn to identify strong and weak points of individual animals.

OBJECTIVE 9

Select from a list major factors to consider in judging market lambs.

O Show the video *Judging Market Lambs* to introduce the students to this class.

OBJECTIVE 10

Arrange in order the procedures to follow in handling sheep for judging.

R Show students how to position their hands and fingers for examining an animal. The fingers must be extended and joined, not spread apart. Tell students not to jab at the animal, but to use the pads of their fingers to feel the animal.

O Bring a sheep into the shop area and let each student practice examining the animal.

OBJECTIVE 11

List the areas of a lamb that have fat covering.

- Have all students practice examining the ribs, back, and loin area for indication of condition and covering.

OBJECTIVE 12

State procedures for catching sheep.

OBJECTIVE 13

State procedures for holding sheep.

- Bring four or five sheep into the shop area and let each student practice catching and holding a sheep.

OBJECTIVE 14

Distinguish between selected sheep-judging terms for desirable and undesirable traits.

- Review sheep breeding terms by dividing the class into two teams. Have Team A use terms for desirable traits and Team B use terms for undesirable traits. Team A goes first, calling out a term for a desirable trait. Team B has to offer the acceptable term for the undesirable trait. If Team B answers correctly, then Team B gives a term for an undesirable trait to Team A.
- Illustrate how the terms are used when evaluating an individual animal and making comparisons.
- Show students how to tie terms into phrases. For example, "Number 1 should yield a higher-cutability carcass, with a larger percentage of retail cuts."

OBJECTIVE 15

State the purpose of the FFA placing card.

- Give students an FFA placing card. Have them examine the card while you explain its purpose and how to correctly fill it out.

OBJECTIVE 16

List the steps involved in computing placing scores.

- Put an example on the chalkboard and have the students place the example on a placing card. Have students mark a placing of 2 - 4 - 3 - 1. Use an official placing of 4 - 3 - 1 - 2, with cuts of 4, 2, 2. Use the chalkboard to compute students' scores.

OBJECTIVE 17 **Compute placing scores. (Assignment Sheet 1)**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 18 **State the purpose of giving reasons for placings.**

O Stress the importance of giving reasons for placings and how giving such reasons helps the students with public speaking.

OBJECTIVE 19 **Arrange in order steps to follow in taking notes for oral reasons for placings.**

O Show the video *Oral Reasons for Livestock Judging.*

O Distribute stenography notebooks to the class. Put an example of a set of notes on the chalkboard and have students copy the notes on a page of the notebook. Show students how to use abbreviations when taking notes.

O Use *Judging Ewe Lambs* video to set up a class for students to judge. Have students take notes on the class and write a set of reasons for their placings. Evaluate reasons, make suggestions for improvement, and have students rewrite the reasons as needed.

OBJECTIVE 20 **Select from a list techniques for presenting oral reasons for placings.**

O Ask a junior or senior agricultural education student to give a set of oral reasons for placings to the class. Have the class listen to and evaluate the reasons.

O Tell students that learning to give oral reasons will help them improve their public speaking ability.

OBJECTIVE 21 **Arrange in order steps to follow in presenting oral reasons for placings.**

O Allow students to record their reasons for placings on audio or video tape and play them back to the class. This will give the students a chance to evaluate their own work.

O Invite a university student involved in judging to demonstrate the acceptable style of giving oral reasons for placings.

OBJECTIVE 22 **Evaluate a set of written reasons for placing a class of sheep. (Assignment Sheet 2)**

R See the general instructions for all Assignment Sheets.

O Record the written reasons for placings in this Assignment Sheet and play them back to the class. This activity will give the students an example of how oral reasons for placings should be given.

OBJECTIVE 23 **Evaluate characteristics of a ewe. (Assignment Sheet 3)**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 24 **Evaluate characteristics of a ram. (Assignment Sheet 4)**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 25 **Evaluate market lambs. (Assignment Sheet 5)**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 26 **Judge a class of market lambs. (Assignment Sheet 6)**

R See the general instructions for all Assignment Sheets.

R Have the juniors or seniors put together one market class of lambs for the students to judge.

R Require students to take a set of notes on the class. The next day require the students to write reasons for their placings on the class.

OBJECTIVE 27 **Judge a class of breeding sheep. (Assignment Sheet 7)**

R See the general instructions for all Assignment Sheets.

R Have the juniors or seniors put together one breeding class of sheep for the students to judge.

R Require students to take a set of notes on the class. The next day require the students to write reasons for their placings on the class.

OBJECTIVE 28

Write a set of reasons for placing a class of sheep. (Assignment Sheet 8)

R See the general instructions for all Assignment Sheets.

R Using notes from the previous days' judging session, require the students to write the reasons for their placings on each class judged.

OBJECTIVE 29

Give a set of oral reasons for placing a class of sheep. (Assignment Sheet 9)

R See the general instructions for all Assignment Sheets.

O Use junior or senior agriculture students as reason-takers for students to give their oral reasons.

OBJECTIVE 30

Use resource materials to locate information about sheep breeds. (Assignment Sheet 10)

R See the general instructions for all Assignment Sheets.

O Have students give oral reports on their research and breed selections.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

The following videos are available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK.

Publications

- Fitch, Gerald. *Starting a Sheep Enterprise.* OSU Fact Sheet No. 3856. Oklahoma State University Cooperative Extension Service.

Other Media

The following item is available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK.

- FFA placing cards

OPTIONAL RESOURCES

Publications

- Callahan, Jarold. *OSU Livestock Judging Manual.* Stillwater, OK: Oklahoma State University, 1992.
- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

Videos

The following videos are available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK. For ordering information call 800-522-5810.

- *Judging Market Lambs*, VHS, 35 minutes, color.
- *Judging Ewe Lambs*, VHS, 2 minutes, 20 seconds or 13 slides, color.
- *Judging Sheep*, VHS, 38 minutes, color.
- *Livestock Breeds*, VHS reproduction of a 42 slide set, color.
- *Oral Reasons for Livestock Judging*, VHS, 34 minutes, color.
- *Sheep Management Practices I*, VHS, 55 minutes, color.
- *Sheep Management Practices II*, VHS, 44 minutes, color.

Other Media

☑ **NOTE:** NOTE: Each of the breed associations offers free training materials. These materials can be ordered from the following addresses.

- American Cotswold Record Association, 282 Meaderboro Road, Rochester, NH 03867, 419-652-3642.
- American Delaine-Merino Association, 1193 Township Road 346, Nova, OH 44859, 419-652-3642.
- American North Country Cheviot Sheep Association, 717 Fall Creek Road, Longview, WA 98632, 206-577-8015.
- American Polypay Sheep Association, P.O. Box 371, Rexburg, ID 83440, 208-356-8220.
- American Rambouillet Breeders' Association, 2709 Sherwood Way, San Angelo, TX 76901, 915-949-4414.
- American Romney Breeders' Association, 4375 N.E. Weslinn Drive, Corvallis, OR 97331, 503-753-7603.
- American Southdown Breeders' Association, Route 4, Box 14B, Bellefonte, PA 16823, 814-355-9841.
- Finnsheep Breeders' Association, P.O. Box 34303, Indianapolis, IN 45244, 317-839-6198.
- *Hampshire World.* American Hampshire Sheep Association, P.O. Box 277, Whiteland, IN 46184-0277, 317-535-7601.
- *The Modern Suffolk.* American Suffolk Sheep Society, 1115 North Main, Logan, UT 84321, 801-753-2983.
- Montadale Sheep Breeders' Association, P.O. Box 44330, Indianapolis, IN 45244, 317-864-3601.
- *NSSA & NJSSA Newsletter.* National Suffolk Sheep Association, 3316 Ponderosa Street, Columbia, MO 65205, 314-442-4103.
- National Lincoln Sheep Breeders' Association, R.R. 6, Box 24, Decatur, IL 62521, 217-864-3601.
- National Livestock and Meat Board, 44 North Michigan Avenue, Chicago, IL 60611.

- National Tunis Sheep Registry, Route 1, Wayland, NY 14572, 716-669-2664.

- Natural Colored Wool Growers Association, Route 1, Box 2382, Davis, CA 95616, 916-753-7217.

- *Speaking of Columbias.* Columbia Sheep Breeders' Association, P.O. Box 272, Upper Sandusky, OH 43351, 614-482-2608.

- *Reporter Newsletter.* Continental Dorset Club, P.O. Box 506, Hudson, IA 50643, 319-988-4122.

- United States Targhee Sheep Association, Box 15, Jasper, MN 56144-0015, 507-348-7905.

UNIT REFERENCES

Publications

- Briggs, Hilton M. and Dinus M. Briggs. *Modern Breeds of Livestock.* New York: McMillan Publishing Co., Inc., 1980.

- Callahan, Jarold. *OSU Livestock Judging Manual.* Stillwater, OK: Oklahoma State University, 1982.

- Ensminger, M.E. *Sheep and Wool Science.* Danville, IL: The Interstate Printers and Publishers, Inc., 1984.

ASSIGNMENT SHEETS

OBJECTIVE 17

Assignment Sheet 1

1. 28
2. 46
3. 43
4. 31

OBJECTIVE 22

Assignment Sheet 2

In placing the Suffolk ewes 4-3-2-1, I preferred the largest, biggest-volumed, thickest ewe in the class. But if I could change 4, I would like to see her stronger-topped.

Nevertheless, in the top pair, 4 as compared to 3 was a bigger-framed, growthier ewe that stood on more length of cannon. Also 4 was a thicker-topped, heavier-muscled ewe, with more total volume of muscle to her leg. Furthermore, she was a deeper-bodied ewe with more width of chest. I'll be the first to admit 3 was a more feminine ewe with more length of neck and also was stronger topped. But I fault her and placed her second as she was a short-bodied, heavy-conditioned ewe.

Coming to my middle pair, I selected 3 over 1. Three certainly was a more attractive, straighter-lined ewe that was leveler-rumped and did stand wider on both front and rear. Moveover, she was blacker about her points and did exhibit more Suffolk breed character. I realize that 1 was a more elevated, longer-patterned ewe, but at the same time, she was fine-boned, buckkneed ewe that stood close at her hocks. Also, 1 was a high-loined ewe that was steep out her rump.

In closing with my bottom pair, I felt 1 was a bigger-outlined, longer-patterned ewe that excelled 2 in length of hindsaddle. In addition, she was a more feminine-fronted, flatter-shouldered ewe that was longer-necked and did have a longer, more refined face with a more correct ear setting. I concede 2 was a heavier-boned, straighter-lined ewe, but I penalized her and place her last as she was a small-framed, short-bodied ewe. Also she was a plain-headed, short-eared ewe, that was the most conventional in the class.

The assignment should be evaluated on the following criteria:

- Student found any desirable or undesirable terms that lacked meaning or purpose.
- Student suggested that changes should be made in the reasons.
- Could reasons be given in less than two minutes?

OBJECTIVE 23

Assignment Sheet 3

1.

Desirable Traits	Undesirable Traits
Extremely large-framed	Toe out slightly
Tremendous skeletal extension	Slight droop in rear
Straight in her lines	
Long-necked, clean-fronted	
Very feminine head, long ears, and a great ear setting	
Jet black color	

2.

Desirable Traits	Undesirable Traits
Heavy-muscled	Low-set, short-coupled
Big-boned	Early maturing
Good spring of ribs	Weak on front pastern
	Short-necked
	Coarse in head
	Some wool in eye channel

3.

Desirable Traits	Undesirable Traits
Extremely tall	Little straight on hook
Long-bodied, large volume	Bit weak on pastern
Long neck	Little heavy in front
Straight top	
Heavy-boned	
Feminine head	
Adequate in muscling	
Clean fleece (free of dark fiber)	

4.

Desirable Traits	Undesirable Traits
Moderately long	Too short-legged
Well-muscled	Heavy-breasted
Straight top	Wide-muzzled
Correct on feet and legs	Lacks femininity in head
Adequate bone	
Desirable Suffolk head with long ears	
Heavy-boned	
Big-volumed	

OBJECTIVE 24

Assignment Sheet 4

1.

Desirable Traits	Undesirable Traits
Extremely tall	A bit heavy-fronted
Long-bodied	Turns out on front feet
Strong top	A bit easy on front pasterns
Good testicular development	Short muzzle
Moderate in volume and muscling	

2.

Desirable Traits	Undesirable Traits
Extremely tall	Short body
Deep-bodied	Bit heavy in the middle
Heavy-muscled	
Very long neck	
Masculine head	
Long ears	
Good ear setting	
Heavy bone	
Excellent on rear legs and pastern	

3.

Desirable Traits	Undesirable Traits
Thick top with adequate muscling	Little thick up front
Heavy bone	Short neck
Straight top	Needs to be longer and taller

4.

Desirable Traits	Undesirable Traits
Straight-lined	Small-framed ram
Good on wool	Short-coupled and short in hindsaddle
Covering on head	Flat in leg
Depth of rib	Heavy in breast
Dense fleece	Weak on pastern
	Roman nose

OBJECTIVE 25

Assignment Sheet 5

1.

Desirable Traits	Undesirable Traits
Straight-topped	Lacks balance and eye appeal
Level-rumped	Slightly heavy-fronted
Good overall volume	A little wasty middle
Tall-fronted	
Long-bodied	

2.

Desirable Traits	Undesirable Traits
Long-bodied	Conventional in his type
Long hindsaddle	Too round in his muscle structure
Heavily-muscled	Short-legged
	Drooped in rump

3.

Desirable Traits	Undesirable Traits
Extremely well-balanced	Slightly drooped in rump
Modern type	
Smooth, long flat muscle	

4.

Desirable Traits	Undesirable Traits
Good overall length and volume	Slightly heavy-fronted
Good height	Lacks thickness in lower leg
Good head and ear set	
Straight, strong top	

5.

Desirable Traits	Undesirable Traits
Straight-topped	Heavy middle
Long-bodied	Lacks muscling in lower leg
Adequate height	
Level rump	

OBJECTIVE 26

Assignment Sheet 6

The assignment should be evaluated on the following criteria:

- Student placed the class correctly.
- Student scored well on the placings.

OBJECTIVE 27

Assignment Sheet 7

The assignment should be evaluated on the following criteria:

- Student placed the class correctly.
- Student scored well on the placings.

OBJECTIVE 28

Assignment Sheet 8

The assignment should be evaluated on the following criteria:

- Student used correct terms for desirable and undesirable traits in writing the reasons.
- Student tied the phrases together.
- The reasons separated the pairs.
- The reasons were convincing.
- The reasons could be given in less than two minutes.
- Student used correct grammar and punctuation.

OBJECTIVE 29

Assignment Sheet 9

The assignment should be evaluated on the following criteria:

- Student spoke using an appropriate voice.
- The reasons were convincing.
- The reasons were presented in two minutes or less.
- Student looked the reason-taker in the eye.

OBJECTIVE 30

Assignment Sheet 10

The assignment should be evaluated on the following criteria:

- Student answered the questions correctly.
- Student used a variety of sources to answer the questions.
- Student used references correctly.
- Student used correct grammar, punctuation, and sentence structure.

WRITTEN TEST

OBJECTIVE 1

1. Suffolk
2. Hampshire
3. Dorset
4. Shropshire
5. Southdown
6. Rambouillet

OBJECTIVE 2

1. Shoulder
2. Breast
3. Elbow
4. Foreshank
5. Knee
6. Pastern
7. Foreflank
8. Belly
9. Last rib
10. Rear flank
11. Body
12. Hoof
13. Cannon bone
14. Hock
15. Stifle
16. Leg of lamb
17. Dock
18. Rump
19. Hip
20. Loin
21. Ribs
22. Back or rack
23. Top of shoulder
24. Poll
25. Face
26. Neck

OBJECTIVE 3

1, 4, 5, 6,

OBJECTIVE 4

Answers should include the following in any order:

- Moderately long and tall
- Thick in muscling
- Straight over top
- Good on feet and legs
- Typical head of breed and sex
- Fleece relatively free of black or dark wool

OBJECTIVE 5

1. Shoulder 25%
2. Shank 4%
3. Rack 13%
4. Flank and breast 14%
5. Loin 11%
6. Leg (Sirloin on) 33%

OBJECTIVE 6

Analyzing carefully an animal's individual traits and comparing those traits to an ideal animal or standard

OBJECTIVE 7

1. F
2. M
3. I
4. J
5. G
6. N
7. K
8. L
9. D
10. B
11. O
12. E
13. H
14. A
15. P
16. C

OBJECTIVE 8

1, 2, 3, 4, 5, 6

OBJECTIVE 9

1, 4, 7, 8

OBJECTIVE 10

2, 3, 1, 6, 5, 4

OBJECTIVE 11

Answers should include the following in any order:

- Ribs
- Back
- Loin

OBJECTIVE 12

1. Confine the animal in a small area.
2. Move quietly toward the animal.
3. Swiftly grasp rear flank with your hand.

OBJECTIVE 13

1. Grasp fold of flesh under lower jaw firmly with left hand.
2. Place right hand securely over dock.

OBJECTIVE 14

Market sheep

1. D
2. U
3. U
4. D
5. D
6. U
7. D
8. U
9. U

Breeding sheep

1. U
2. D
3. U
4. D
5. D

OBJECTIVE 15	Answers should include the following in any order: • Identify the judge • Record the placing • Relate to officials how the class was placed
OBJECTIVE 16	1. Compare your placings to official placings. 2. Write your placings as pairs. 3. Use cuts to calculate points. 4. Subtract total points from 50 to find placing score.
OBJECTIVE 17	**Evaluated on Assignment Sheet 1.**
OBJECTIVE 18	To present your opinion and justification for placing a class of livestock
OBJECTIVE 19	2, 4, 1, 3, 5
OBJECTIVE 20	1, 2, 3, 6, 8, 9, 10, 11, 13, 14, 16, 17, 19, 20
OBJECTIVE 21	2, 1, 3, 4
OBJECTIVE 22	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 23	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 24	**Evaluated on Assignment Sheet 4.**
OBJECTIVE 25	**Evaluated on Assignment Sheet 5.**
OBJECTIVE 26	**Evaluated on Assignment Sheet 6.**
OBJECTIVE 27	**Evaluated on Assignment Sheet 7.**
OBJECTIVE 28	**Evaluated on Assignment Sheet 8.**

OBJECTIVE 29	**Evaluated on Assignment Sheet 9.**
OBJECTIVE 30	**Evaluated on Assignment Sheet 10.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) ***Agriculture I***

UNIT NUMBER AND TITLE — D4 — Sheep Breeds and Selection

TOTAL NUMBER OF TEST QUESTIONS 146

TOTAL NUMBER OF BASIC SKILL QUESTIONS 24

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-6	X
2	1-26	X
3	1-6	X
4	1-6	X
5	1-6	X
6	1	X
7	1-16	X
8	1-6	X
9	1-8	X
10	1-6	X
11	1-3	X
12	1-3	X
13	1-2	X
14	1-9; 1-5	X
15	1-3	X
16	1-4	X
17	Evaluated on AS 1	
18	1	X

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
19	**1-5**	**X**
20	**1-20**	**C**
21	**1-4**	**C**
22	**Evaluated on AS 2**	
23	**Evaluated on AS 3**	
24	**Evaluated on AS 4**	
25	**Evaluated on AS 5**	
26	**Evaluated on AS 6**	
27	**Evaluated on AS 7**	
28	**Evaluated on AS 8**	
29	**Evaluated on AS 9**	
30	**Evaluated on AS 10**	

INSTRUCTOR'S GUIDE

DAIRY BREEDS AND SELECTION

D5

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students read *Before You Decide to Dairy* by Clifford H. Burton, OSU Fact Sheet No. 4261.

Writing

Have students read this handout and make a decision whether they would or would not like to enter the dairy business. Have them write a one page essay supporting the decision.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Identify major breeds of dairy cattle.

O Show the video *Livestock Breeds* and discuss breed characteristics. Stress color pattern as well as body and head characteristics.

O Have students collect pictures of cows from dairy magazines and journals and paste the pictures on construction paper or poster board. These pictures can be used at a later time when the students start evaluating cows.

O Develop a bulletin board using pictures of the different breeds received from breed associations.

OBJECTIVE 2

Label the parts of a dairy cow.

R Use Transparency Master 1 to help students learn to identify the parts of a dairy animal. Stress the importance of calling the parts by their correct names. Students must use correct terminology when writing and giving oral reason for their placings.

R Tell students that the back of the cow is divided into three parts, the loin, the chine, and the rump. Illustrate the location of these parts.

OBJECTIVE 3

Match breeds of dairy cattle to their yearly production averages.

R Point out the importance of milking cows that produce large quantities. The Holstein breed is known for producing large quantities of milk. In 1992 this breed represented 90 percent of the total cows in production within the United States.

R Explain the importance of butterfat in marketing milk. Milk must be 3.5 percent butterfat to get the going price. Butterfat over 3.5 percent is given a higher price and under 3.5 percent is reduced in price.

OBJECTIVE 4

Define dairy judging.

O Have students read the appropriate portions of *Techniques of Judging Dairy Cattle.*

O Show students a class of dairy cows from the Hoard's dairy judging contest. Tell students that they will be able to enter the contest during the school year.

O Have an agricultural education student from the senior class talk to the students about livestock judging. The discussion should tell how judging has helped the senior student.

O Invite a dairy producer to speak with the class about how to analyze an animal's individual traits.

OBJECTIVE 5

Match terms associated with dairy cattle judging to their correct definitions.

O Help students learn each term as it is presented by using selected portions from the video *The Dairy Cow* to illustrate the meanings of such terms as trimness, scale, quality, and type.

O Use photographs received from breed associations to help clarify terms.

OBJECTIVE 6

Distinguish between dairy cattle judging terms for desirable and undesirable traits.

R Discuss why the traits are classified as desirable or undesirable. Illustrate how the terms are used when evaluating an animal and making comparisons.

O Require the class to read *Dairy Cattle Judging* by Clifford Burton.

O Demonstrate for students how to tie the terms into phrases. For example, "a larger cow with more size and scale."

O Divide the class into two teams. Have one team be responsible for using terms for desirable traits and the other team be responsible for using terms for undesirable traits. When the team using terms for desirable traits calls out a term, the team using terms for undesirable traits calls out the opposite term. After all the terms have been used, reverse the procedure.

OBJECTIVE 7

List traits classified by the dairy-type evaluation system.

O Explain to students why the system was developed and how the system works. Tell students the system has thirteen traits and each animal is evaluated on an individual basis on all thirteen traits.

O Have students evaluate the dairy cattle in the pictures they collected from the breed journals and magazines, using the dairy-type evaluation system.

O Give each student a copy of the dairy-type evaluation system.

OBJECTIVE 8

Select from a list factors to consider in selecting dairy cattle.

R Use Transparency Master 2 to point out good general appearance. Tell students that a good cow should be attractive, stylish, and big enough to produce large quantities of milk.

R Use Transparency Master 3 to talk about dairy character. Illustrate such points as the neck. The neck should be long, lean, and blend into the shoulder smoothly. The throat should be clean cut. A general rule for the length of the neck is one-half the length of the back. Talk about the withers and the ribs. The flanks should be deep and refined. Thighs should be flat, and the skin should be loose.

R Use Transparency Master 4 to illustrate body capacity. Tell students that the cows must be big enough to consume a lot of feed for conversion into milk. Tell students that the barrel should be long, deep, and wide.

O Help students evaluate mammary systems. The mammary system must be strong and large enough to produce and store milk. Tell students that a big udder is not always desirable. The age of the cow has a lot to do with the udder. Cows from two to three years of age must not have a loose udder. Any udder that hangs below the hock is classified as a loose udder. Some looseness can be accepted after a cow reaches four years of age. Teats should be evenly spaced on each quarter and point slightly in with a strong, prominent crease down the center. Tell students that the udder attachment should be wide and high in the back and that the udder should extend well forward.

OBJECTIVE 9 **Explain the purpose of the Dairy Cow Unified Score Card.**

O Point out the four major parts of the score card. Explain the scoring system.

O Tell students that each individual cow is evaluated on each of the four parts of the score card.

OBJECTIVE 10 **State the purpose of the FFA placing card.**

O Explain how the FFA placing card is used, its purpose, and how to fill it out correctly.

O Put an example on the chalkboard and have the students write the example on the card.

OBJECTIVE 11 **List the steps involved in computing placing scores.**

O Use the chalkboard to demonstrate how to compute placing scores.

OBJECTIVE 12 **Compute placing scores. (Assignment Sheet 1)**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 13 **State the purpose of giving reasons for placings.**

O Tell students that learning to give livestock reasons is probably one of the most important things to be learned in this class. Giving reasons provides the opportunity to organize thoughts in a confident, precise, and logical manner.

OBJECTIVE 14

Arrange in order steps to follow in taking notes for oral reasons for placings.

O Explain how to take notes for oral reasons and how to evaluate a set of reasons.

O Invite members of a judging team to class to discuss taking notes.

O Put an example of a set of notes on the chalkboard, and have students copy the notes into their notebooks. Show students how to use abbreviations when taking notes.

OBJECTIVE 15

Select from a list techniques for presenting oral reasons for placings.

O Tell students that learning to give oral reasons for their placings will improve their public-speaking ability.

O Ask a junior or senior agricultural education student to give a set of reasons for placings to the class. Require students to verify if the individual used correct terminology in presenting the reasons.

OBJECTIVE 16

Arrange in order steps to follow in presenting oral reasons for placings.

O Allow students to record their reasons for placings on audio or video tape and play them back to the class. This will give the students a chance to evaluate their own work.

O Invite a university student involved in judging to demonstrate the present acceptable style of giving oral reasons for placings.

OBJECTIVE 17

Evaluate animals using the Dairy Cow Unified Score Card criteria. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 18

Judge classes of cows using the point system from the Dairy Cow Unified Score Card. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 19

Judge a production class of dairy cattle. (Assignment Sheet 4)

R See the general instructions for all Assignment Sheets.

R Have the juniors and seniors put together a breeding class for the students to judge.

R Require students to take a set of notes on the class. The next day require the students to write reasons for their placings on the class.

O Show the video *Judging the Dairy Cow.*

OBJECTIVE 20

Judge an open heifer class of dairy cattle. (Assignment Sheet 5)

R See the general instructions for all Assignment Sheets.

R Have the juniors and seniors put together a market class for the students to judge.

R Require students to take a set of notes on the class. The next day require the students to write reasons for their placings on the class.

OBJECTIVE 21

Evaluate a set of written reasons for placing a class of dairy cattle. (Assignment Sheet 6)

R See the general instructions for all Assignment Sheets.

O Record the written reasons for placings in this Assignment Sheet and play them back to the class. This activity will give the students an example of how oral reasons for placings should be given.

OBJECTIVE 22

Write a set of reasons for placing a class of dairy cattle. (Assignment Sheet 7)

R See the general instructions for all Assignment Sheets.

R Using notes from the previous days' judging session, require the students to write the reasons for their placings on each class judged.

OBJECTIVE 23

Give a set of oral reasons for placing a class of dairy cattle. (Assignment Sheet 8)

R See the general instructions for all Assignment Sheets.

O Ask a junior or senior agricultural education student to act as reason-taker.

OBJECTIVE 24

Use resource materials to locate information about a breed of dairy cattle. (Assignment Sheet 9)

R See the general instructions for all Assignment Sheets.

O Have students give oral reports on their research and breed selections.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

Burton, Richard H. *Before You Decide to Dairy.* OSU Fact Sheet No. 4261. Oklahoma State University Cooperative Extension Service.

OPTIONAL RESOURCES

Other Media

The following is available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK.

- FFA placing cards

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.
- Hartman, Dennis. *Techniques of Judging Dairy Cattle.* Photographs and examples of judges' reasons. Available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK.
- Wilson, Douglas R., "Dairy Type Evaluation System." W. D. Hoard & Sons Company, Fort Atkinson, WI 53538.

Videos

The following videos are available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK. For ordering information call 800-522-5810.

- *Dairy Management Practices*, VHS, 37 minutes.
- *The Dairy Cow*, VHS, 15 minutes.
- *The Dairy Farm*, VHS, 24 minutes.
- *The Dairy Plant*, VHS, 37 minutes.
- *Judging the Dairy Cow*, VHS, reproduction of slide set, 13 minutes.
- *Livestock Breeds*, VHS reproduction of a 42 slide set.

Other Media

- *The Ayrshire Digest.* Ayrshire Breeders Association, P. O. Box 1608, Brattleboro, VT 05301, 802-254-7460.
- *The Brown Swiss Bulletin.* Brown Swiss Cattle Breeders Association of the United States of America, Box 1038, 800 Pleasant Street, Beloit, WI 53512-1038, 608-365-4474.
- *The Guernsey Breeders' Journal.* American Guernsey Cattle Club, 7614 Slate Ridge Boulevard, Reynoldsburg, OH 43068, 614-864-2409.
- *The Holstein World.* Holstein Association of America, P. O. Box 808, Brattleboro, VT 05302-0808, 802-254-4551.
- *The Jersey Journal.* American Jersey Cattle Club, 6486 E. Main Street, Reynoldsburg, OH 43068, 614-861-3636.
- *Milking Shorthorn Journal.* American Milking Shorthorn Association, P. O. Box 449, Beloit, WI 53511, 608-365-3332.
- *Hoard's Dairyman Cow Judging Contest.* Contest Department, *Hoard's Dairyman,* Fort Atkinson, WI 53538.

UNIT REFERENCES

Publications

- Briggs, Hilton M. and Dinus M. Briggs. *Modern Breeds of Livestock.* New York: McMillan Publishing Co., Inc., 1980.
- Burton, Clifford. *Dairy Cattle Judging.* Stillwater, OK: Oklahoma State University, College of Agriculture, 1975.
- Diggins, Ronald V., Clarence E. Bundy, and Virgil W. Christensen. *Dairy Production.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.
- Wilson, R. Douglas. "A New System of Dairy Type Evaluation." *Hoard's Dairyman,* December, 1979.
- Youtz, H. G., and A. C. Carlson. *Judging Livestock, Dairy Cattle, Poultry, and Crops.* Englewood Cliffs, NJ: Pentice-Hall, Inc., 1962.

ANSWERS

DAIRY BREEDS AND SELECTION

D5

ASSIGNMENT SHEETS

OBJECTIVE 12

Assignment Sheet 1

1. 31
2. 40
3. 47
4. 38

OBJECTIVE 17

Assignment Sheet 2

1.

Desirable Traits	Undesirable Traits
	Head lacks breed character
	Poor body capacity
	Tilted udder
	Short fore udder, weak rear udder
	Thick withers and thighs

2.

Desirable Traits	Undesirable Traits
Sharp and free of fat	Somewhat rough over rump
Barrel long and deep	Udder could be stronger in rear

3.

Desirable Traits	Undesirable Traits
Good breed character	Throaty
Long, deep body	Udder extremely weak
Sharp	Floor of udder below the hock
Shows high production	Weak on hind legs
	Too low on the ground
	Rough over the rump

4.

Desirable Traits	Undesirable Traits
Good dairy breed character of head and neck	Udder lacks shape and should tie in higher in the rear
Straight, excellent depth and length of body	Udder U-shaped

5.

Desirable Traits	Undesirable Traits
	Lacks body depth and length
	Poor dairy breed characteristics in head and neck
	Bulge in fore udder
	Poor shaped udder
	Short body
	Shallow body

6.

Desirable Traits	Undesirable Traits
Excellent head	
Ideal length neck	
Straight in top line	
Deep in body, both fore and rear	
Strong, good shape udder	
Perfect feet and legs	
Good dairy character	

OBJECTIVE 18

Assignment Sheet 3

Class 1 Jersey cows				
	1	2	3	4
GA 35 points	35	30	10	13
DC 20 points	20	15	5	12
BC 10 points	10	6	2	5
U 35 points	35	30	10	17
Totals	100	84	30	50

Placing 1 - 2 - 4 - 3 Cuts 2, 4, 5

Class 2 Holstein cows				
	1	2	3	4
GA 35 points	15	32	5	30
DC 20 points	15	20	5	20
BC 10 points	8	10	5	10
U 35 points	15	30	5	34
Totals	53	92	20	94

Placing 4 - 2 - 1 - 3 Cuts 3, 4, 5

OBJECTIVE 19

Assignment Sheet 4

The assignment should be evaluated on the following criteria:

- Student placed the class correctly.
- Student scored well on the placings.

OBJECTIVE 20

Assignment Sheet 5

The assignment should be evaluated on the following criteria:

- Student placed the class correctly.
- Student scored well on the placings.

OBJECTIVE 21 **Assignment Sheet 6**

I placed this class of Holstein cows 3 - 4 - 1 - 2. I placed 3 over 4, considering this a rather easy placing because 3 shows more dairy character and general appearance. She has a longer and leaner neck, sharper in the withers, leaner in the thighs. She is stronger in her back and loin, more level from hips to pins, neater in her tail setting, and stands on a straighter pair of rear legs. She is deeper in the chest and has more balance to the udder with a more even teat placement.

However, I would grant that 4 is deeper in the rear rib with a higher and wider rear-udder attachment. I would like to see my top cow, 3, with more stretch and length of barrel.

In my middle pair 4 goes over 1, and I considered this an easy placing. Four excels 1 in body capacity and mammary system being deeper in her rear rib, more spread of rib. Her udder extends higher and stronger in rear-udder attachment, more rear udder development, with a neater teat placement. I grant that 1 stands on a straighter pair of rear legs that are stronger in the pasterns.

In my bottom pair, I placed 1 over 2. I considered this a very close placing; but 1 has more general appearance than 2, having more style and balance, more breed character in her head and neck, and she stands on a straighter pair of rear legs. One is a sharper cow than 2 and has more dairy character, being sharper in the withers, leaner in the neck, and wider in the ribs.

I grant that 2 has more body capacity, having a greater spring and spread of rib and being deeper in both the chest and rear ribs, but I placed her last because she lacks the overall balance of 1. She is thick in her neck, and her udder is unbalanced with weak fore and rear udder attachments. Therefore, I leave my placings 3 - 4 - 1 - 2.

OBJECTIVE 22

Assignment Sheet 7

The assignment should be evaluated on the following criteria:

- Student used correct terms for desirable and undesirable traits in writing the reasons.
- Student tied the phrases together.
- The reasons separated the pairs.
- The reasons were convincing.
- The reasons could be given in less than two minutes.
- Student used correct grammar and punctuation.

OBJECTIVE 23

Assignment Sheet 8

The assignment should be evaluated on the following criteria:

- Student spoke using an appropriate voice.
- The reasons were convincing.
- The reasons were presented in two minutes or less.
- Student looked the reason-taker in the eye.

OBJECTIVE 24

Assignment Sheet 9

The assignment should be evaluated on the following criteria:

- Student answered the questions correctly.
- Student used a variety of sources to answer the questions.
- Student used references correctly
- Student used correct grammar, punctuation, and sentence structure.

WRITTEN TEST

OBJECTIVE 1

1. Jersey
2. Holstein
3. Guernsey
4. Ayrshire
5. Brown Swiss

OBJECTIVE 2

1. Heel
2. Sole
3. Knee
4. Chest floor
5. Brisket
6. Point of elbow
7. Dewlap
8. Point of shoulder
9. Throat
10. Jaw
11. Muzzle
12. Bridge of nose
13. Forehead
14. Poll
15. Horn
16. Neck
17. Heart girth
18. Withers
19. Crops
20. Ribs
21. Chine
22. Loin
23. Barrel
24. Hip
25. Rump
26. Thurl
27. Tailhead
28. Pin bones
29. Tail
30. Rear udder attachment
31. Thigh
32. Stifle
33. Flank
34. Rear udder
35. Hock
36. Switch
37. Dewclaw
38. Pastern
39. Hoof
40. Teats
41. Fore udder
42. Fore udder attachment
43. Mammary veins
44. Milk wells

OBJECTIVE 3

National Averages

1. C
2. E
3. B, D
4. A
5. A
6. B
7. D
8. E
9. C
10. B
11. C, D, E
12. A

State Averages

1. E
2. C
3. D
4. B
5. A
6. B, D
7. C, E
8. D, E
9. A, B, C

OBJECTIVE 4

Process of carefully analyzing an animal's individual traits and comparing those traits to an ideal animal or standard

OBJECTIVE 5

1. D
2. P
3. B
4. O
5. H
6. A
7. F
8. G
9. M
10. Q
11. L
12. J
13. I
14. N

OBJECTIVE 6

2, 3, 5, 6, 9, 10, 11

OBJECTIVE 7

Answer should include any six of the following in any order:

- Stature (measured at withers)
- Chest and body considering age and stage of lactation
- Dairy character (independent of performance)
- Foot shape (angle)
- Rear legs (side view)
- Pelvic angle
- Rump width
- Fore udder attachment
- Rear udder width (at attachment)
- Rear udder height (at attachment)
- Teat placement (rear view)
- Suspensory ligament (cleft)
- Udder depth (relative to point of hock)

OBJECTIVE 8

1, 3, 4, 6

OBJECTIVE 9

To indicate the points or criteria to be considered in selecting dairy animals and the relative emphasis that should be given each point

OBJECTIVE 10

Answer should include the following in any order:

- Identify the judge
- Record the placing
- Relate to official how the class was placed

OBJECTIVE 11	1. Compare your placings to official placings. 2. Write your placings as pairs. 3. Use cuts to calculate points. 4. Subtract total points from 50 to find placing score.
OBJECTIVE 12	**Evaluated on Assignment Sheet 1.**
OBJECTIVE 13	Presenting your opinion and justification for placing a class of livestock
OBJECTIVE 14	2, 4, 1, 3, 5
OBJECTIVE 15	1, 4, 6, 7, 8, 9, 11, 12, 13, 14
OBJECTIVE 16	2, 1, 3, 4
OBJECTIVE 17	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 18	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 19	**Evaluated on Assignment Sheet 4.**
OBJECTIVE 20	**Evaluated on Assignment Sheet 5.**
OBJECTIVE 21	**Evaluated on Assignment Sheet 6.**
OBJECTIVE 22	**Evaluated on Assignment Sheet 7.**
OBJECTIVE 23	**Evaluated on Assignment Sheet 8.**
OBJECTIVE 24	**Evaluated on Assignment Sheet 9.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) ***Agriculture I***

UNIT NUMBER AND TITLE — D5 — Dairy Breeds and Selection

TOTAL NUMBER OF TEST QUESTIONS 143

TOTAL NUMBER OF BASIC SKILL QUESTIONS 18

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-5	X
2	1-44	X
3	1-12; 1-9	X
4	1	X
5	1-14	X
6	1-14	X
7	1-6	X
8	1-6	X
9	1	X
10	1-3	X
11	1-4	X
12	Evaluated on AS 1	
13	1	X
14	1-5	X
15	1-14	C
16	1-4	C
17	Evaluated on AS 2	
18	Evaluated on AS 3	

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
19	**Evaluated on AS 4**	
20	**Evaluated on AS 5**	
21	**Evaluated on AS 6**	
22	**Evaluated on AS 7**	
23	**Evaluated on AS 8**	
24	**Evaluated on AS 9**	

INSTRUCTOR'S GUIDE

LIGHT HORSE BREEDS AND SELECTION

D6

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students read *Equine Purchase Examinations* by Glenn F. Anderson and Carolynn Taylor MacAllister, OSU Fact Sheet No. 9114.

Writing

Using this Fact Sheet as a basis, help students summarize the steps involved in examining a horse prior to its purchase. The students should include the things that must be looked for at each step in this one to two page paper.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Identify breeds of light horses.

O Show the video *From the Beginning* which highlights the formation of the American Quarter Horse Association (AQHA) in 1940 as recalled by the only living founders.

O Develop a bulletin board using pictures of different breeds received from breed associations.

OBJECTIVE 2

Label the parts of a horse.

R Use Transparency Master 1 to assist students in identifying the parts of a horse. Stress the importance of calling the parts of a horse by their correct names, because students will be required to judge a halter class of horses and to write and give a set of oral reasons to the class.

O Using photographs of the different breeds, show the different body conformation of each breed and stress that the parts of a horse do not change from breed to breed.

O Show the video *Parts of a Horse*.

OBJECTIVE 3

Match types of horses to their correct uses.

O Show the video *Survival of the Fittest*.

OBJECTIVE 4

Label common head markings.

- R Use Transparency Master 2 to help students identify head markings.
- O Place a poster from the Arabian Horse Registry on the wall to illustrate the different head and leg markings. Stress the importance of using markings to describe and identify a particular animal within the class being judged.

OBJECTIVE 5

Label common leg markings.

- O Go on a field trip to observe several horses with the head and leg markings indicated in this unit.

OBJECTIVE 6

Match body colors to their correct descriptions.

- O Use *Breeder's Reference Guide* from the American Quarter Horse Association to illustrate the different body colors.
- O Take color photographs of horses with the different body colors and show them to the class.
- O Use photographs from the different breed associations to point out body colors.
- O Have students review trade journals and horse magazines to collect pictures illustrating the different body colors.

OBJECTIVE 7

Match to their correct definitions terms associated with judging.

- R Stress to the students the importance of soundness to the horse industry. Tell students that an unsound horse is of little use to the industry because the conformational fault is transmitted through genetics to the offspring. If an injury caused the animal to be unsound, however, then the animal could be used for breeding purposes.
- O Use photographs from the breed associations to illustrate the meanings and clarify the terms.

OBJECTIVE 8

Describe general traits to consider in judging a halter class of light horses.

- O Show the appropriate sections of the video *Judging Halter Horses.*
- O Ask a resource person who is an experienced halter judge to speak to the class and share the techniques and procedures used when judging.

OBJECTIVE 9 **Select from a list specific traits or points to look for when judging light horses.**

O Show the appropriate sections of the video *Horse Judging, Part I.*

O Stress to the students the importance of looking at the animals from all views. An animal might be extremely strong or good from the front view but be poor or unsound from the rear view.

OBJECTIVE 10 **Label common conformational faults of feet and legs.**

R Use Transparency Masters 3 - 5 to identify common conformational faults of legs and feet.

OBJECTIVE 11 **State the purpose of the FFA placing card.**

O Explain how the FFA placing card is used, its purpose, and how to fill it out correctly.

O Put an example on the chalkboard and have the students write the example on the card.

OBJECTIVE 12 **List the steps involved in computing placing scores.**

O Use the chalkboard to demonstrate how to compute placing scores.

OBJECTIVE 13 **Compute placing scores. (Assignment Sheet 1).**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 14 **Write terms of comparison used in judging a halter class of light horses.**

O Have students study the terms to develop an understanding of their meaning and interpretation. Have a student call out a desirable comparison term and another student provide the undesirable term. Continue this activity until all students have had an opportunity to participate.

O Discuss soundness and defects. Point out that the degree of soundness and defects should be considered. Since horses are valued for their performance, any defect which makes the animal unable to perform is a negative factor.

OBJECTIVE 15

State guidelines for taking notes for oral reasons for placings.

- O Point out how the use of short phrases and abbreviations in notes are the framework of the reasons. Stress the importance of taking notes accurately.
- O Remind students that notes identify the animal and stress the strong and weak points of the animal.

OBJECTIVE 16

Select from a list techniques for writing reasons for placings.

- O Have students read a set of reasons for placings to learn how the reasons should be put together.
- O Stress to students that a strong introductory statement is important and that the reasons should give a summary and comparison of each animal in the class.

OBJECTIVE 17

Select from a list techniques for presenting oral reasons for placings.

- O Tell students that learning to give oral reasons for their placings will improve their public-speaking ability.
- O Ask a junior or senior agricultural education student to give a set of reasons for placings to the class. Require students to verify if the individual used correct terminology in presenting the reasons.

OBJECTIVE 18

Evaluate two horses for comparable advantages. (Assignment Sheet 2)

- R See the general instructions for all Assignment Sheets.

OBJECTIVE 19

Judge a halter class of light horses. (Assignment Sheet 3)

- R See the general instructions for all Assignment Sheets.
- R Have the juniors and seniors put together a halter class of light horses for the students to judge.
- R Require students to take a set of notes on the class. The next day require the students to write reasons for their placings on the class.
- O Show the video *Horse Judging, Part I.*

OBJECTIVE 20

Write a set of reasons for placing a class of light horses. (Assignment Sheet 4)

R See the general instructions for all Assignment Sheets.

R Using notes from the previous days' judging sessions, require the students to write the reasons for their placings on each class judged.

OBJECTIVE 21

Give a set of oral reasons for placing a class of light horses. (Assignment Sheet 5)

R See the general instructions for all Assignment Sheets.

O Have one of the upperclass members give a set of oral reasons for placings on the class.

O Audio tape or video tape students as they give their oral reasons. Allow them to critique the reasons.

OBJECTIVE 22

Use resource material to locate information related to the breed association, origin, color, and characteristics of a light horse breed. (Assignment Sheet 6)

R See the general instructions for all Assignment Sheets.

O Video tape students giving oral reports on their research and breed selections. Allow them to critique their performances.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of the Competency Profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

- Anderson, Glen F. and Carolynn Taylor MacAllister. *Equine Purchase Examinations.* OSU Fact Sheet No. 9114. Oklahoma State University Cooperative Extension Service.

Other Media

The following item is available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK. For ordering information call 800-522-5810.

- FFA placing cards

OPTIONAL RESOURCES

Publications

- *Breeders Reference Guide.* Available from the American Quarter Horse Association, P. O. Box 200, Amarillo, TX 79168, 806-376-4888.
- Callahan, Jarold. *OSU Livestock Judging Manual.* Stillwater, OK: Oklahoma State University, 1982.
- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

Videos

The following videos are available from the American Paint Horse Association, P. O. Box 961023, Fort Worth, TX 76161-0023, 817-439-3400.

- *Parts of a Horse*
- *The Sports Model, No Two Alike*

The following material is available from the American Quarter Horse Association, P. O. Box 200, Amarillo, TX 79168, 806-376-4888.

- *From the Beginning,* VHS, 24 minutes.
- *Horse Judging, Parts I, II, III, IV,* VHS.
- *Survival of the Fittest,* VHS, 26 minutes.

The following videos are available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK. For ordering information call 800-522-5810.

- *Fundamentals of Horse Hoof Care*, VHS, 38 minutes.
- *Fundamentals of Livestock Judging*, VHS, 21 minutes, color.
- *Judging Halter Horses*, VHS, 48 minutes, color.
- *Oral Reasons for Livestock Judging*, VHS, 34 minutes, color.

Other Media

- Arabian Horse Registry Wall Poster. Available from the Arabian Horse Registry of America, Inc., 12000 Zuni St. Westminster, CO 80234, 303-450-4748.
- American Hackney Horse Society, 4059 Iron Works Pike, Building A, Lexington, KY 40511, 606-255-8694.
- American Miniature Horse Association, 2908 S. E. Loop 820, Fort Worth, TX 76140, 817-293-0041.
- American Morgan Horse Association, 3 Bostwick Road, P. O. Box 960, Shelburne, VT 05482-0960, 802-985-4644.
- American Paint Horse Association, P. O. Box 961023, Fort Worth, TX 76161-0023, 817-439-3400.
- American Quarter Horse Association, P. O. Box 200, Amarillo, TX 79168, 806-376-4888.
- American Saddlebred Horse Association, Inc., 4093 Iron Works Pike, Lexington, KY 40511, 606-259-2742.
- American Shire Horse Association, 2354-315th Court, Adel, IA 50003, 515-993-3113.
- Appaloosa Horse Club, Inc., P. O. Box 8403, 5070 Hwy. 8W, Moscow, ID 83843, 208-882-5578.
- Arabian Horse Registry of America, Inc., 12000 Zuni St. Westminster, CO 80234, 303-450-4748.
- The Jockey Club, 821 Corporate Drive, Lexington, KY 40503, 606-224-2700.

- Paso Fino Horse Association, 100 West Main St.,
  P. O. Box 600, Bowling Green, FL 33834, 813-375-4331.
- Pony of the Americas Club, Inc., 5240 Elmwood Ave.,
  Indianapolis, IN 46203, 317-788-0107.

UNIT REFERENCES

Publications

- *Breeder's Reference Guide.* Amarillo, TX: American Quarter Horse Association, 1983.
- Briggs, Hilton M. and Dinus M. Briggs. *Modern Breeds of Livestock.* New York: McMillan Publishing Co., Inc., 1980.
- *Equine Management and Production.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1994. For ordering information call 800-522-5810.
- *Horses and Horsemanship.* Urbana, IL: Vocational Agriculture Service, College of Agriculture, University of Illinois at Urbana-Champaign.
- Witt, W. H. *Judging Light Horses.* Illinois Vocational Agriculture Services, n. d.

ASSIGNMENT SHEETS

OBJECTIVE 13

Assignment Sheet 1

1. 34
2. 47
3. 10

OBJECTIVE 18

Assignment Sheet 2

1.

Advantages	Disadvantages
High quality	High on hocks
Nicely balanced	Runs downhill
Heavily muscled	Excessive set to hocks (Sickle-hocked)
Quality head	
Long neck	
Good slope on shoulder	
Short back	
Long hip	

2.

Advantages	Disadvantages
Structurally correct	Poorly balanced
Nice slope to neck	Straight shouldered
	Long backed
	Short hipped
	Light muscled
	Low quality head
	Short cropped
	Runs downhill
	Neck ties in low at withers

OBJECTIVE 19

Assignment Sheet 3

The assignment should be evaluated on the following criteria:

- Student placed the class correctly.
- Student scored well on the placings.

OBJECTIVE 20

Assignment Sheet 4

The assignment should be evaluated on the following criteria:

- Student used correct terms for desirable and undesirable traits in writing the reasons.
- Student tied the phrases together.
- The reasons separated the pairs.
- The reasons were convincing.
- The reasons could be given in less than two minutes.
- Student used correct grammar and punctuation.

OBJECTIVE 21

Assignment Sheet 5.

The assignment should be evaluated on the following criteria:

- Student spoke using an appropriate voice.
- The reasons were convincing.
- The reasons were presented in two minutes or less.
- Student looked the reason-taker in the eye.

OBJECTIVE 22

Assignment Sheet 6.

The assignment should be evaluated on the following criteria:

- Student answered the questions correctly.
- Student used a variety of sources to answer the questions.
- Student used references correctly.
- Student used correct grammar, punctuation, and sentence structure.

WRITTEN TEST

OBJECTIVE 1

1. Quarter horse
2. Thoroughbred
3. Paint
4. Arabian
5. Appaloosa
6. Morgan

OBJECTIVE 2

1. Muzzle
2. Nostril
3. Eye
4. Foretop
5. Ear
6. Poll
7. Mane
8. Withers
9. Back
10. Croup
11. Tailhead
12. Tail
13. Hip
14. Stifle
15. Gaskin
16. Hock
17. Cannon
18. Fetlock
19. Pastern
20. Coronet
21. Hoof
22. Rear flank
23. Heart girth
24. Knee
25. Forearm
26. Shoulder
27. Neck
28. Throatlatch
29. Jaw
30. Cheek

OBJECTIVE 3

1. A
2. G
3. E
4. F
5. C

OBJECTIVE 4

1. Star, strip, and snip
2. Star and strip
3. Strip
4. Snip
5. Star
6. Bald face
7. Blaze

OBJECTIVE 5

1. Stocking
2. Sock or half-stocking
3. Pastern
4. Half pastern
5. Coronet

OBJECTIVE 6

1. J
2. E
3. N
4. O
5. K
6. L
7. H
8. G
9. B
10. A
11. M
12. F
13. Q

OBJECTIVE 7

1. H
2. K
3. A
4. J
5. F
6. D
7. L
8. E
9. M
10. O
11. N
12. P

OBJECTIVE 8

Answers should include the following in any order:

- type – overall characteristics that make an animal useful for its intended purpose
- conformation – correctness of structure in feet and legs, muscling, and the overall physical structure
- action – usefulness and soundness of animal
- quality and style – impression determined by refinement, alertness, carriage, and sex character

OBJECTIVE 9

Side
1, 2, 3, 5 ,6 ,8, 9, 10, 11, 13, 14, 15, 16

Front
2, 3, 5, 6, 7

Rear
1, 2, 5, 6

Movement
2, 4, 5

Close inspection
1, 2, 4, 6

OBJECTIVE 10

1. Toes in
2. Out at the knee
3. Stands close
4. Toes out
5. In at the knee
6. Camped under
7. Over at the knee
8. Camped out
9. Back at the knee
10. Stands under
11. Camped out
12. Hind leg too straight
13. Stands wide
14. In at the hock
15. Out at the hock
16. Stands close

OBJECTIVE 11

Answers should include the following in any order:

- Identify the judge
- Record the placing
- Relate to official how the class was placed

OBJECTIVE 12

1. Compare your placings to official placings.
2. Write your placings as pairs.
3. Use cuts to calculate points.
4. Subtract total points from 50 to find placing score.

OBJECTIVE 13

Evaluated on Assignment Sheet 1.

OBJECTIVE 14

1. Rough
2. More stylish
3. More desirable set to neck
4. Rough shoulder
5. Shallow in the heart
6. Longer croup
7. Shallow jointed
8. Shorter cannons
9. Shallow heel; narrow heel
10. Crooked legs
11. More forceful stride
12. Straighter feet

OBJECTIVE 15

Answers should include the following in any order:

- Make notes identifying each horse in the class.
- Develop a chart with placing, reasons, grants, and faults.

OBJECTIVE 16

1, 2, 3, 6, 7, 8

OBJECTIVE 17

2, 3, 4, 5, 6, 7, 8, 9, 10

OBJECTIVE 18	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 19	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 20	**Evaluated on Assignment Sheet 4.**
OBJECTIVE 21	**Evaluated on Assignment Sheet 5.**
OBJECTIVE 22	**Evaluated on Assignment Sheet 6.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE – D6 – Light Horse Breeds and Selection

TOTAL NUMBER OF TEST QUESTIONS 177

TOTAL NUMBER OF BASIC SKILL QUESTIONS 10

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-6	X
2	1-30	X
3	1-5	X
4	1-7	X
5	1-5	X
6	1-13	X
7	1-12	X
8	1-4	X
9	1-16; 1-7; 1-6; 1-5; 1-6	X
10	1-16	X
11	1-3	X
12	1-4	X
13	Evaluated on AS 1	
14	1-12	X
15	1-2	X
16	1-8	X
17	1-10	C
18	Evaluated on AS 2	

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
19	Evaluated on AS 3	
20	Evaluated on AS 4	
21	Evaluated on AS 5	
22	Evaluated on AS 6	

INSTRUCTOR'S GUIDE

LIVESTOCK FEEDING

D7

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students go to your classroom library or the school library and find a magazine that deals with agriculture or livestock. Have them find an article that deals with nutrition and feeding of livestock and read it.

Writing

Have students write a one-page essay on how the information in the news article might affect their livestock operation.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Match nutrients to their correct basic functions.

O Show students samples of concentrates, roughages, and protein supplements.

O Stress to students that each nutrient is important for a balanced ration.

O Point out that most commercially prepared feeds contain all of the essential nutrients in the correct proportions.

OBJECTIVE 2

List quantities in which feeds may be purchased.

O Teach objectives 2 and 3 together.

O Invite a local feed supplier to show quantities in which feed can be purchased. Have students prepare questions for this resource person ahead of time.

O Take students on a field trip to visit a feed manufacturer.

OBJECTIVE 3

Select from a list factors to consider when purchasing feed.

OBJECTIVE 4

List commercial feed tag requirements.

R Use the Transparency Master to illustrate the commercial feed tag.

OBJECTIVE 5

State rules for calculating price per pound of protein in feed.

O Work sample problems to help students better understand the process of calculating price per pound.

OBJECTIVE 6

Match types of performance rations to their correct definitions.

O Lead a class discussion to help students relate performance rations to species, ages, and situations. Use the chalkboard to record performance rations.

EXAMPLE:

- Growing ration
  - steer and heifer calves from weaning age to 800 pounds
  - pigs from weaning to 170 pounds
  - lambs from weaning to 100 pounds
  - dairy calves from four to eighteen months
  - colts after weaning to two years

OBJECTIVE 7

Match swine feeding situations to their correct thumb rules.

O Teach objectives 7 through 11 together.

O Stress the importance of thumb rules for an inexperienced feeder.

O Suggest that the students post the thumb rules in their feed room for a handy reference.

O Invite a local livestock feeder to explain feeding situations.

OBJECTIVE 8

Match sheep feeding situations to their correct thumb rules.

OBJECTIVE 9

Match beef feeding situations to their correct thumb rules.

OBJECTIVE 10

Match dairy cattle feeding situations to their correct thumb rules.

OBJECTIVE 11

Match light horse feeding situations to their correct thumb rules.

OBJECTIVE 12

Arrange in order the steps to balancing a ration, using the Pearson Square Method.

O Demonstrate several sample problems using this method on the chalkboard.

OBJECTIVE 13

Survey livestock feeding information in the community. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 14

Calculate the price per pound of protein in feed. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 15

Use thumb rules to determine feed for various livestock. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 16

Balance rations using the Pearson Square Method. (Assignment Sheet 4)

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

Other Media

- Feed tags, protein supplements, feed samples, and samples of various grains, hays, and other roughages applicable for all types of livestock. These may be obtained from a local feed supplier.

UNIT REFERENCES

Publications

- Diggins, Ronald V., Clarence E. Bundy, and Virgil W. Christensen. *Dairy Production.* Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1979.
- Ensminger, M. E. *Beef Cattle Science.* Danville, Illinois: The Interstate Printers and Publisher, Inc., 1987.
- Gillespie, James R. *Modern Livestock and Poultry Production.* Albany, New York: Delmar Publisher, Inc., 1991.
- *Vocational Agriculture I.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, 1984.

ASSIGNMENT SHEETS

OBJECTIVE 13

Assignment Sheet 1

The assignment should be evaluated on the following criteria:

- Student identified concentrates and roughages.
- Student identified and described feed industry related occupations.
- Student used correct grammar, spelling and punctuation.

OBJECTIVE 14

Assignment Sheet 2

1. 760
2. $27.6
3. 220
4. 240
5. $54.5
6. $64.2
7. barley

OBJECTIVE 15

Assignment Sheet 3

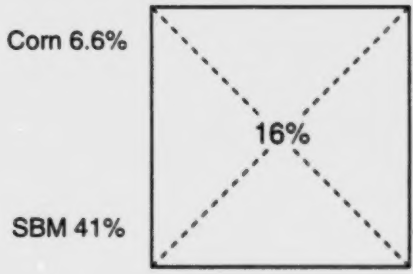
1. 14 percent protein
2. 4 to 6 pounds
3. 36 pounds
4. 11.7 pounds
5. 3 pounds
6. Alfalfa/grass mixed hay
7. ½ to ¾ pound
8. 12 percent protein
9. 16 to 18 percent protein
10. Free choice
11. Alfalfa/grass mixed hay
12. 15 pounds
13. Alfalfa/grass mixed hay
14. 200 pounds
15. 45 pounds concentrate
16. 4 to 8 pounds roughage
17. $129.60

18. Alfalfa hay
19. Free choice
20. Ground or rolled grain
21. 4 pounds
22. 1 pound of 32 percent protein cubes
23. Free choice
24. 14 to 16 percent protein
25. 15 pounds
26. Free choice
27. High quality alfalfa hay
28. 7 pounds
29. 13.5 pounds
30. 6.75 pounds
31. 18 pounds
32. 3.96 pounds, rounded to 4 pounds

OBJECTIVE 15

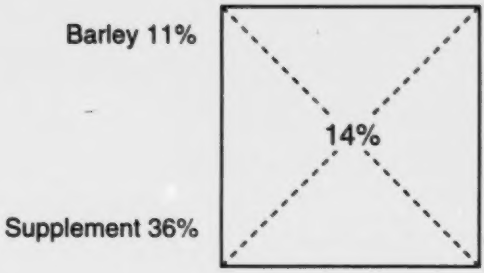
Assignment Sheet 4

1.



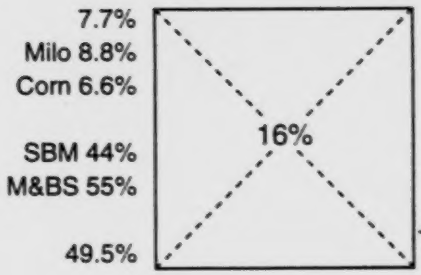
	Parts	Percentage	#/Ton
	25.0	73%	1460# Corn
	9.4	27%	540# SBM
Total	34.4	100%	2000# Protein

2.



	Parts	Percentage	#/Ton
	22	88%	1760# Barley
	3	12%	240# Supplement
Total	25	100%	2000# Ration

3.



	Parts	Percentage		#/Ton
	33.5	16.75	40%	800# Milo
		16.75	40%	800# Corn
		4.15	10%	200# SBM
	8.3	4.15	10%	200# M&BS
Total	41.8	41.80	100%	2000# Ration

WRITTEN TEST

OBJECTIVE 1

1. C
2. F
3. A
4. E
5. B
6. D

OBJECTIVE 2

Answers should include the following in any order:

- bulk
- fifty pound paper sacks

OBJECTIVE 3

1, 4, 5, 6, 8, 10

OBJECTIVE 4

Answers should include the following in any order:

- Minimum crude protein percentage
- Minimum crude fat percentage
- Maximum crude fiber percentage

OBJECTIVE 5

1. Calculate the actual pounds of protein by multiplying the total pounds of feed by the percent of total protein.
2. Find the price per pound of protein by dividing total cost of the feed by the total pounds of protein.

OBJECTIVE 6

1. F
2. C
3. B
4. E
5. A
6. D

OBJECTIVE 7

1. I
2. A, G
3. H
4. B
5. F
6. C
7. E
8. D

OBJECTIVE 8

1. A
2. G
3. F
4. H
5. C
6. D
7. B
8. I
9. E
10. J

OBJECTIVE 9

1. E
2. A
3. B
4. G
5. F
6. C
7. D

OBJECTIVE 10

1. B
2. C
3. D
4. E
5. G
6. A
7. F

OBJECTIVE 11

1. B
2. G
3. A
4. C
5. E
6. D
7. F

OBJECTIVE 12

1, 6, 12, 2, 7, 11, 3, 8, 10, 4, 9, 5

OBJECTIVE 13

Evaluated on Assignment Sheet 1.

OBJECTIVE 14

Evaluated on Assignment Sheet 2.

OBJECTIVE 15

Evaluated on Assignment Sheet 3.

OBJECTIVE 16

Evaluated on Assignment Sheet 4.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE – D7 – Livestock Feeding

TOTAL NUMBER OF TEST QUESTIONS 81

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-6	X
2	1-2	X
3	1-10	X
4	1-3	X
5	1-3	X
6	1-6	X
7	1-8	X
8	1-10	X
9	1-7	X
10	1-7	X
11	1-7	X
12	1-12	X
13	Evaluated on AS 1	
14	Evaluated on AS 2	
15	Evaluated on AS 3	
16	Evaluated on AS 4	

INSTRUCTOR'S GUIDE

INTRODUCTION TO PLANT SCIENCE

E1

Required Activities and Resources (■)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (◙)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students read *Weed Control on Rangeland*, by Jim F. Stritzke and Terrence G. Bidwell, OSU Extension Facts No. 2758.

Writing

Have students write a short (one paragraph to one page) essay about the handout. Have students compare the differences in weed control options. Have students pick one of the weed control options as best in their opinion and tell why.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

List general factors that affect crop production.

O Prior to teaching this unit, plant corn in three containers. A gallon bucket will be more than adequate. Attempt to have one stalk of corn growing in each container. One container should have all the correct factors for an ideal corp. Stress the plant in the second container by not providing any fertilizer. Use a heavy clay soil in the third container to illustrate the permeability of local soil. Refer to these examples each day as you continue to teach the unit.

OBJECTIVE 2

Identify major grain crops grown in Oklahoma.

R Gather samples of major grain crops grown in Oklahoma and bring them to the classroom. One pint of each of the crops is adequate. Place seeds of each crop in different pans and let the students examine them. You may want to number the pans and give the students a quiz.

OBJECTIVE 3

List major hay crops grown in Oklahoma.

R Ask students to name individuals in the school district who raise hay as their chief cash crop.

R Tell students that Oklahoma produces over 1.3 million tons of alfalfa hay yearly and over 3.6 million tons of other hay.

O Ask a local hay producer to talk to the class about hay production.

O Secure one bale of each of the different hay crops to help students learn the differences in the types of hay crops.

OBJECTIVE 4 **Match plant classes to their specific crops.**

R Show as many of the different plant classes as possible

O Take the students on a field trip to a farm or pasture area to examine the growing patterns of the different classes of plants.

OBJECTIVE 5 **Label the parts of a grass plant.**

R Show Transparency Master 1 to help students identify the parts of a grass plant.

O Obtain a grass plant that is in a good growth stage and point out the different parts to the class.

O Label selected parts of the specimen, and allow the students to take a practical test.

OBJECTIVE 6 **Identify common pasture and range plants.**

O Teach objectives 6 and 7 together.

O Show *Range and Forage Plants* video. Point out to the class identification points on each of the plants.

O Explain to students how overgrazing a range or pasture affects plant classifications.

O Take a field trip to a range or pasture area to observe the plants in their growing stages. Collect samples and have the students identify the plants. It might be helpful to take *Pasture and Range Plants* on the field trip.

OBJECTIVE 7 **Collect common pasture and range plants. (Assignment Sheet 1)**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 8 **Identify common weeds.**

O Teach objectives 8 and 9 together.

O Take a field trip to a range or pasture area to observe the weeds in their growing stages. Collect samples and have the students identify the weeds.

O Use *Pasture and Range Plants* to help students identify weeds. Remind students that weeds will be found in the forbs section.

OBJECTIVE 9

Collect common weeds. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 10

Label parts of a tree.

R Use Transparency Master 2 to identify the parts of a tree.

OBJECTIVE 11

Identify common types of trees.

O Teach objectives 11 and 12 together.

O Take a field trip to a forest area to observe common types of trees. Collect different types of tree leaves. Help the students look for identification characteristics on the leaves.

OBJECTIVE 12

Collect common types of tree leaves. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

O Demonstrate how to make a leaf collection. Show how to press the leaves flat, and stress the importance of taping or gluing the leaves on the paper correctly. Use leaves collected from your field trip.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Landscape Plant and Herbarium Card Reference.* Stillwater, OK: Cooperative Extension Service, Oklahoma State University.
- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.
- Whitcomb, Carl E. *Know It and Grow It II.* Stillwater, OK: Lacebark Publications, 1985.

Videos

- The following videos are available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK.
    - ☐ *Perennial Grasses*, VHS.
    - ☐ *Range and Forage Plants*, VHS, 9 minutes, 52 seconds.

UNIT REFERENCES

Publications

- *Forestry*. Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 74074-4364, or call 800-522-5810, 1991.
- Hughes, Harold D. and Edwin R. Hensen. *Crop Production.* N Y: The Macmillan Company, 1967.
- *Instructional Materials for Vocational Agriculture I.* College Station, TX: Teaching Materials Center, Agriculture Education Department, Texas A & M University, n.d.
- *Interscholastic Identification List.* Stillwater, OK: Oklahoma State Department of Vocational Agriculture. 1973.
- Little, Elbert L., Jr. *Forest Trees of Oklahoma: How to Know Them.* 13th ed. Oklahoma City, OK: Oklahoma Forestry Division, State Department of Agriculture, 1985.
- *Oklahoma Agricultural Statistics.* Oklahoma City, OK: Oklahoma Department of Agriculture, 1992.

- *Pasture and Range Judging in Oklahoma.* Stillwater, OK: Cooperative Extension Service, Oklahoma State University, 1979.
- *Pasture and Range Plants.* Bartlesville, OK: Phillips Petroleum Company, 1963.
- *Some Identifying Characteristics of 52 Ohio Seeds.* Columbus, OH: Department of Agriculture Education, The Ohio State University, n.d.
- Stritzke, Jim F. and Terrence G. Bidwell. *Weed Control on Rangeland.* OSU Extension Fact Sheet No. 2758.

ASSIGNMENT SHEETS

OBJECTIVE 7

Assignment Sheet 1

The assignment should be evaluated on the following criteria:

- Student collected ten different range plants.
- Collection was labeled correctly.
- Plants were classified correctly.

OBJECTIVE 9

Assignment Sheet 2

The assignment should be evaluated on the following criteria:

- Student collected ten different weeds.
- Collection was labeled correctly.
- Weeds were classified correctly.

OBJECTIVE 11

Assignment Sheet 3

The assignment should be evaluated on the following criteria:

- Student collected ten different tree leaves.
- Leaves were mounted properly on construction paper or herbarium cards.
- Collection was labeled correctly.
- Leaves were classified correctly.

WRITTEN TEST

OBJECTIVE 1

1. soil fertility
2. climatic conditions
3. economic factors
4. type of land

OBJECTIVE 2

1. wheat
2. rye
3. barley
4. soybeans
5. grain sorghum
6. oats

OBJECTIVE 3

1. alfalfa
2. native grasses
3. sudan
4. millet

OBJECTIVE 4

1. B
2. A
3. A
4. E
5. D
6. C
7. A
8. C
9. C
10. D
11. E
12. E
13. B
14. E
15. B
16. C

OBJECTIVE 5

1. inflorescence
2. culm
3. node
4. internode
5. blade
6. collar
7. shoot
8. shoot
9. sheath
10. ligule
11. blade
12. node
13. sheath
14. first glume
15. awn
16. florets
17. second glume

OBJECTIVE 6

1. Johnson grass
2. Switchgrass
3. Sideoats grama
4. Blue grama
5. Little bluestem
6. Hairy grama
7. Big bluestem
8. Weeping lovegrass
9. Bermuda grass
10. Buffalo grass
11. Wild rye
12. Indian grass

OBJECTIVE 7

Evaluated on Assignment Sheet 1.

OBJECTIVE 8

1. Common yarrow
2. Heath aster
3. Cocklebur
4. Black-eyed Susan
5. Annual ragweed
6. Ironweed
7. Common broomweed
8. Buffalobur
9. Broadleaf milkweed

OBJECTIVE 9

Evaluated on Assignment Sheet 2.

OBJECTIVE 10

1. crown
2. trunk
3. roots
4. bark
5. inner bark
6. cambium
7. sapwood
8. heartwood
9. lateral roots
10. tap root
11. root tips or root hairs

OBJECTIVE 11

1. black walnut
2. white oak
3. black hickory
4. pecan
5. American elm
6. bur oak
7. Scotch pine
8. plains cottonwood
9. blackjack oak
10. pin oak
11. Eastern red cedar

OBJECTIVE 12

Evaluated on Assignment Sheet 3.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE — E1 — Introduction to Plant Science

TOTAL NUMBER OF TEST QUESTIONS 90

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-4	X
2	1-6	X
3	1-4	X
4	1-16	X
5	1-17	X
6	1-12	X
7	Evaluated on AS 1	
8	1-9	X
9	Evaluated on AS 2	
10	1-11	X
11	1-11	X
12	Evaluated on AS 3	

INSTRUCTOR'S GUIDE

AGRICULTURAL MECHANICS ORIENTATION AND SAFETY

F1

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students go to the classroom library or the school library and find a magazine that deals with agriculture or agricultural mechanics. Have them find an article that deals with mechanics or safety as it relates to mechanics in agriculture and read it.

Writing

Have students write a one-page essay on how the information in the news article might affect their future agricultural enterprises.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1 **Define agricultural mechanics.**

O Point out that competency in agricultural mechanics can assist in other areas of life such as home repair, automobile repair, or general maintenance abilities.

OBJECTIVE 2 **List areas of agricultural mechanics.**

O Discuss the specific areas of agricultural mechanics that will be covered during the four-year local agricultural education program.

O Point out the specific areas of study and skills to be attained in a specialized agricultural mechanics class if one is offered in your local department.

OBJECTIVE 3 **State the importance of agricultural mechanics to the total agricultural industry.**

O Stress the non-traditional role of the agricultural mechanic as it applies to employment in the non-agricultural sector and around the home.

O Ask the students to name agricultural areas. Record the areas on the chalkboard and discuss the mechanical skills or activities that go with each area.

O Stress the importance of keeping equipment adjusted. Equipment that is out of adjustment creates poor productivity because of breakdown, abnormal wear, or incorrect operation.

OBJECTIVE 4 **Identify basic carpentry tools.**

OBJECTIVE 5 **Identify basic plumbing tools.**

OBJECTIVE 6 **Identify common shop tools.**

- Emphasize that during employment correct tool names must be known and used to communicate effectively.
- Pass around and show actual tools in class.
- Discuss proper and improper use of the tools.
- Use actual tools from the shop to give a tools identification quiz.
- Point out additional tools related to various occupations.

OBJECTIVE 7 **State reasons for maintaining a clean and orderly shop.**

- Discuss how workers can be more productive if everyone working in a shop knows where items are located and knows that tools can be found in their proper places.
- Stress the importance of cleanliness and order for a safe work environment. Emphasize that cleanliness, or freedom from dust and dirt, helps prolong the life of tools by preventing them from prematurely wearing out.

OBJECTIVE 8 **List areas of responsibility in maintaining an orderly shop area.**

- Point out the major areas of the shop that need to be cleaned and the specific tasks needed to maintain a clean and orderly shop.
- Add areas and tasks that may be needed to accommodate your particular shop.
- Using Handouts 1 and 2 as examples, have the students design a clean-up system.

OBJECTIVE 9

Match areas of the shop to the correct cleaning equipment and supplies needed for each area.

- O Allow students to audit the agricultural mechanics lab for safety problems that need correction.
- O Take students on a tour of the shop, pointing out locations of equipment and supplies, explaining their proper uses.

OBJECTIVE 10

State the purposes of the safety color code system.

- O Arrange a field trip to tour a factory or shop where color coding and safety procedures are observed and practiced.

OBJECTIVE 11

Match the colors of the safety color code system to their correct designations.

- R Use Transparency Masters 1 and 2 to illustrate the safety color code system.
- R Make students aware of the purposes of the safety color code system.

OBJECTIVE 12

Match classes of fires to their correct descriptions.

- R Discuss the advantages of having an extinguisher on every tractor and vehicle, in the shop, and in the home kitchen.
- O Stress to students the importance of having a sufficient number of properly charged fire extinguishers in the proper locations.
- O Invite a firefighter to the class to discuss fire safety and extinguisher selection and use.

OBJECTIVE 13

State general safety precautions for the shop or work area.

- R Make students aware of proper local school procedures to follow in case of an accident or injury.
- O Provide examples of what happens when safety precautions are violated.
- O List on the chalkboard safety messages that students think would be appropriate in an agricultural education shop. Decide how many of each message are needed and where to locate them.

O Take students on a tour of the shop to point out possible hazards and the locations of existing safety signs. If no safety signs exist, discuss with the students where the safety signs should be located.

O Have the students and parents complete Handout 3 to ensure the student's commitment to safety.

OBJECTIVE 14

State conditions in which eye protection is needed in agricultural mechanics.

O Discuss the possible reasons that wearing safety glasses in shop is important enough to warrant a state law.

O Point out that prescription eye glasses or sunglasses are not eye safety protection glasses even if the prescription glasses are made of safety glass.

OBJECTIVE 15

Match agricultural mechanics occupational titles to their correct descriptions.

O Invite a resource person to talk to the class about types of occupations related to agricultural mechanics.

O Compile a master list of additional occupations that students encountered while working on this unit. Use the master list to discuss the students' interests and the positive and negative aspects of the various occupations.

OBJECTIVE 16

Analyze case studies to determine ways to prevent accidents. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 17

Survey agricultural mechanics occupations. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.

- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of the Competency Profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Safety on the Job, Some Guidelines for Working Safely.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1989. For ordering information call 800-522-5810.

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

Videos

The following videos are available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK. For ordering information call 800-522-5810.

- *Hand Tool Identification and Terminology I.* VHS, 20 min., color.

- *Hand Tool Identification and Terminology II.* VHS, 20 min., color.

- *Hand Tool Identification and Terminology III.* VHS, 22 min., color.

- *Tool Identification*, VHS, 5 min. 10 sec., color.

Other Media

The following materials are available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK. For ordering information call 800-522-5810.

- *Clean-Up Chart.*
- *Shop Safety Rules* poster.
- *Shop Safety Signs.*

UNIT REFERENCES

Publications

- *Commercial Carpentry.* Stillwater, OK: The Associated General Contractors of America, Oklahoma Department of Vocational and Technical Education, 1993.
- *Machine Shop I.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, 1982.
- *Millwright Instructional Materials.* Stillwater, OK: The Associated General Carpenters of America, Oklahoma Department of Vocational and Technical Education, 1980.
- *Vocational Agriculture I.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, 1984.

ASSIGNMENT SHEETS

OBJECTIVE 16

Assignment Sheet 1

The assignment should be evaluated on the following criteria:

- Student identified 5 or more safety problems and provided solutions.
- Student used correct grammar and punctuation.

OBJECTIVE 17

Assignment Sheet 2

The assignment should be evaluated on the following criteria:

- Student interviewed two people.
- Student got answers to all questions on the survey.
- Student used correct grammar and punctuation.

WRITTEN TEST

OBJECTIVE 1

Area of agriculture that deals with mechanics, repair, maintenance, and construction of machinery, equipment, and facilities used in agriculture

OBJECTIVE 2

Answers should include the following in any order:

- agricultural mechanical skills
- agricultural power and machines
- agricultural structures
- electrical power and processing
- soil and water management

OBJECTIVE 3

Answers should include the following in any order:

- Most agricultural work involves mechanical skills or activities.
- A large percentage of machinery is out of adjustment.
- Maintenance adjustments and repairs on machinery, tools, and equipment are ongoing and critical.
- Construction is necessary for expansion.
- A great deal of money may be saved by doing simple repairs around the home.

OBJECTIVE 4

1. level
2. claw hammer
3. combination square
4. framing square
5. wrecking bar
6. chalk line
7. handsaw
8. steel tape

OBJECTIVE 5

1. flaring tool
2. pipe reamer
3. tubing cutter
4. pipe wrench
5. pipe threading die and die stock
6. pipe cutter
7. pipe vise

OBJECTIVE 6

1. ratchet
2. offset screwdriver
3. common screwdriver
4. vise-grip pliers
5. ball-peen hammer
6. bolt cutter
7. open-end wrench
8. channel-lock pliers
9. combination wrench
10. box-end wrench
11. socket
12. crescent wrench
13. shop hammer
14. Phillips screwdriver
15. combination pliers

OBJECTIVE 7

Answers should include the following in any order:

- allows workers to be more productive
- promotes safety
- prolongs the life of tools and equipment

OBJECTIVE 8

Answers should include the following in any order:

- floor cleaning
- equipment cleaning and maintenance
- toolroom management
- scrap materials handling
- restroom maintenance
- supervision

OBJECTIVE 9

1. C
2. A
3. B

OBJECTIVE 10

Answers should include the following in any order:

- Promote safety by designating critical parts and areas
- Increase the life of machines through proper use
- Reduce eyestrain, tension, and fatigue by contrasting the material from the machines and work areas
- Promote better housekeeping by providing a pleasing environment

OBJECTIVE 11

1. E
2. D
3. G
4. A
5. C
6. B
7. F

OBJECTIVE 12

1. C
2. A
3. B
4. D

OBJECTIVE 13

Answers should include any ten of the following in any order:

- Always wear proper eye protection.
- Keep shop and work area clean and well-organized.
- Put all items in their proper places after use.
- Use tools for their specific purpose only.
- Keep tools and equipment properly adjusted or repaired.
- Know location and proper use of fire extinguishers.
- Make sure that fire extinguishers are properly charged.
- Repair or replace all worn or frayed electrical cords.
- Report to the instructor any tools or equipment needing repair.
- Properly store work materials at end of work period.
- Place oily or greasy rags in covered metal cans.
- Turn off all electrical equipment after use.
- Never touch metal that could be hot.
- Never work with tools or equipment for which you have not received instruction.
- Know and observe local safety procedures given by your instructor.

OBJECTIVE 14

Answers should include the following in any order:

- When working with hot, molten metals or other molten materials
- When milling, sawing, turning, shaping, cutting, grinding, or stamping solid materials
- When kiln firing or tempering any metal or other materials
- When gas or electric arc welding or any other form of welding processes
- When repairing or servicing any vehicle where there is danger of injury to the eyes
- When working with caustic or explosive materials

OBJECTIVE 15

1. E
2. C
3. G
4. I
5. A
6. J
7. H
8. D
9. F
10. B

OBJECTIVE 16

Evaluated on Assignment Sheet 1.

OBJECTIVE 17

Evaluated on Assignment Sheet 2.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE — F1 — Agricultural Mechanics Orientation and Safety

TOTAL NUMBER OF TEST QUESTIONS 94

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1	X
2	1-5	X
3	1-5	X
4	1-8	X
5	1-7	X
6	1-15	X
7	1-3	X
8	1-6	X
9	1-3	X
10	1-4	X
11	1-7	X
12	1-4	X
13	1-10	X
14	1-6	X
15	1-10	X
16	Evaluated on AS 1	
17	Evaluated on AS 2	

INSTRUCTOR'S GUIDE

ARC WELDING

F2

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students go to your classroom library, your school library, or the public library to find an article about welding careers or welding safety and read it.

Writing

Have students write a one-page essay about how the information in the article could affect them or their classmates.

GENERAL INSTRUCTIONS

Assignment Sheets

- R Review the directions and any specific guidelines.
- R Make certain that any needed materials from the Instructor's Resource Package are available.
- R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.
- R Complete each student's Competency Profile.
- O Have the students volunteer to read aloud the directions and any special guidelines.
- O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

- R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.
- R Review and explain all general guidelines, safety cautions, and warnings.
- R Make sure that all tools, equipment, and supplies are available.
- R Demonstrate each of the procedures outlined in the Job Sheet.
- R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.
- R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.
- R Complete each student's Competency Profile.
- R Return the completed Job Sheets to the students so that they may use them for later reference if needed.
- O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Match to their correct descriptions kinds of arc welding machines.

O Take students on a tour of the shop to show them as many of the types of welding machines as are available.

O Point out that welding on AC and DC machines using a stick electrode is referred to as shielded metal arc welding (SMAW), welding on a TIG machine is referred to as gas tungsten arc welding (GTAW), and that welding on an MIG machine is referred to as gas metal arc welding (GMAW).

O Give examples of the uses for each kind of welding machine.

O Invite a local supplier to discuss kinds of welding machines and their uses.

O Demonstrate accidents in the shop:

- Cut a broom handle in the saw to illustrate cutting off a finger.
- Drop an egg on the floor to demonstrate eye injuries.

OBJECTIVE 2

Select from a list common pieces of equipment used in arc welding.

R Demonstrate to the students how to make helmet adjustments and lens changes.

O Take students to the shop to show them the components that make up the arc welding equipment.

O Explain to the students what to look for when checking the equipment to make sure that it is in good condition.

O Show the students the result of handling hot metal with leather gloves.

O Show the video *Introduction to Arc Welding*. After showing the film, allow time for class discussion of the video.

OBJECTIVE 3

List types of electrodes.

O Teach objectives 3, 4, and 5 together.

OBJECTIVE 4

Select from a list the most common sizes of electrodes used in arc welding.

O Discuss various types, sizes, and classifications of electrodes. Show the students examples of each type, and pass examples around in class.

O Point out the types of information that can be obtained from the electrode selection wall chart and the electrode pocket guide books.

OBJECTIVE 5

Identify characters in the AWS electrode classification system.

R Use Transparency Master 3 to illustrate how to read the AWS classification of electrodes.

OBJECTIVE 6

List the purposes of flux.

O Discuss how moisture can affect flux.

OBJECTIVE 7

List methods of establishing an arc.

O Demonstrate the procedures in the classroom, using a metal plate and an electrode, or take students to the shop and equip them with helmets so that they may watch an on the job demonstration.

OBJECTIVE 8

Select from a list characteristics of proper arc length.

O Demonstrate the arc length in the shop, with small groups of students gathered around a welding table where they can see the length of the arc being maintained.

OBJECTIVE 9

Label the parts of the welding process.

R Use Transparency Master 1 to show the parts of the welding process.

O Demonstrate the actual welding process in the shop by running a bead. Emphasize the importance of a proper arc length.

O Invite a local welder to demonstrate the welding process to the students. Have the welder discuss the important aspects of the process.

OBJECTIVE 10

List welding positions.

R Use Transparency Master 2 to illustrate the various welding positions.

O In the classroom, simulate the positions with a hand-held piece of metal and a hand-held electrode.

O Demonstrate the positions by performing welding activities in the shop.

O Invite a local welder to demonstrate the various welding positions.

OBJECTIVE 11

Identify kinds of welds.

R Use Transparency Master 5 to illustrate the kinds of welds from the end view and the top view.

O Show prepared examples of actual welds.

OBJECTIVE 12

Identify types of weld joints.

R Use Transparency Master 4 to show the types of weld joints.

O Show prepared examples of actual weld joints

O Point out that the bead weld is used to make an edge joint.

O Point out that a groove weld is used to make a butt joint.

O Point out that a fillet weld is used to make the T, corner, and lap joints.

OBJECTIVE 13

Describe the effects of raising and lowering the current setting on arc welding machines.

O Using thin plate, demonstrate how raising the current can produce enough heat to burn a hole completely through the metal. Point out that a much lower current setting will not burn through the metal.

O Explain that on the electrode selection wall chart, different current settings are suggested for different thicknesses of metal and different electrode sizes.

OBJECTIVE 14

State causes of poor welds.

O Point out to the students that much of the information discussed thus far relates and applies to making either high-quality or poor welds.

O Show and discuss prepared examples of poor welds as related to each of the reasons for poor welds listed.

O Demonstrate in the shop each of the reasons for poor welds. Show students some examples of these poor welds.

OBJECTIVE 15

State safety precautions used in arc welding.

O Cite instances with which you are familiar that may have resulted in an accident or tragedy due to someone's lack of observing and practicing proper safety requirements.

O Allow students to share instances that they may know of that resulted from not observing proper safety precautions.

O Specifically discuss each safety precaution as it relates to personal safety and the safety of others in the immediate work area.

OBJECTIVE 16

Start, stop, and run a bead. (Job Sheet 1)

R See the general instructions for all Job Sheets.

O Remind students of safety precautions they must follow.

OBJECTIVE 17

Construct a pad. (Job Sheet 2)

- R See the general instructions for all Job Sheets.
- O Remind students of safety precautions they must follow.

OBJECTIVE 18

Construct a butt weld. (Job Sheet 3)

- R See the general instructions for all Job Sheets.
- O Remind students of safety precautions they must follow.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

UNIT REFERENCES

Videos

The following videos are available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK. For ordering information call 800-522-5810.

- *Gas Metal Arc Welding*, VHS, 54 min., color.
- *Introduction to Welding*, VHS, 28 min., color.

Publications

- Althouse Andrew D., and Carl H. Turnquist. *Modern Welding*. South Holland, IL: Goodheart-Willcox Co., Inc., 1992.
- *Vocational Agriculture I*. Stillwater, OK: Oklahoma Department of Vocational and Technical Education, 1984.

WRITTEN TEST

OBJECTIVE 1

1. A
2. B
3. D
4. E
5. C

OBJECTIVE 2

2, 3, 5, 6, 7, 9, 10, 11, 12

OBJECTIVE 3

Answers should include the following in any order:

- Mild steel
- High-carbon steel
- Hard-surfacing
- Alloys/special-purpose

OBJECTIVE 4

1, 2, 4

OBJECTIVE 5

1. Third numeral
2. Letter E
3. Fourth numeral
4. First two numerals

OBJECTIVE 6

Answers should include the following in any order:

- Stabilizing arc
- Shielding molten puddle from air
- Floating impurities out of puddle
- Forming slag, which slows cooling
- Increasing speed

OBJECTIVE 7

Answers should include the following in any order:

- Scratching (similar to striking a match)
- Tapping

OBJECTIVE 8

1, 2

OBJECTIVE 9

1. Slag
2. Weld
3. Gaseous shield
4. 15 degree to 30 degree angle
5. Electrode
6. Wire core
7. Flux
8. Arc
9. Crater
10. Penetration
11. Base metal
12. Heat lines
13. Direction of travel

OBJECTIVE 10

Answers should include the following in any order:

- flat
- vertical
- overhead
- horizontal

OBJECTIVE 11

1. groove
2. fillet
3. bead
4. groove
5. bead
6. fillet

OBJECTIVE 12

1. T
2. corner
3. butt
4. lap
5. edge

OBJECTIVE 13

Answers should include the following in any order:

- raising current – produces more heat
- lowering current – produces less heat

OBJECTIVE 14

Answers should include any four of the following in any order:

- machine adjustment too hot or too cold
- electrode size too large or too small
- improper movement of electrode
- improper angle of electrode
- improper base metal preparation
- arc length too long or too short
- improper speed of travel

OBJECTIVE 15

Answers should include any nine of the following in any order:

- Never look at the arc without proper eye protection.
- Always look away from the arc with the naked eye.
- Use a helmet that is in good condition.
- Wear suitable clothing to protect all parts of the body.
- Yell "cover" before striking an arc.
- Clear welding area of all combustible or flammable materials.
- Avoid picking up hot metal with the hands or leather gloves; use pliers.
- Weld only in places with good ventilation.
- Always open main switch or unplug machine when checking or working on welding machine.
- Do not leave electrode holder on welding table or in direct contact with grounded metal.
- Be sure that welding cables are not frayed or missing insulation.
- Stand on dry footing when welding.
- Keep welding area clean and free of tools and metals that might cause stumbling or tripping.
- Know and follow local school procedures when dealing with eye injuries or burns.
- Never chip a weld without safety glasses.

OBJECTIVE 16 Evaluated on Job Sheet 1.

OBJECTIVE 17 Evaluated on Job Sheet 2.

OBJECTIVE 18 Evaluated on Job Sheet 3.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE — F2 — Arc Welding

TOTAL NUMBER OF TEST QUESTIONS 84

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-5	X
2	1-12	X
3	1-4	X
4	1-5	X
5	1-4	X
6	1-5	X
7	1-2	X
8	1-4	X
9	1-13	X
10	1-4	X
11	1-6	X
12	1-5	X
13	1-2	X
14	1-4	X
15	1-9	X
16	Evaluated on JS 1	
17	Evaluated on JS 2	
18	Evaluated on JS 3	

INSTRUCTOR'S GUIDE

METALWORK

F3

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students go to the classroom library or school library and find a magazine that deals with agricultural mechanics or agriculture or retail hardware. Have them find an article that deals with agricultural repair or metalworking, such as building metal buildings and read it.

Writing

Have students write a one-page essay about how the information in the article might affect their future.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Label with their appropriate names and specific uses common hand tools used to cut or mark metal.

O Emphasize the safety aspects of each of the tools.

O Point out that the tools are expensive, and discuss the costs associated with damage or breakage caused by incorrect use.

O Show and pass around samples of the tools.

OBJECTIVE 2

Label with their appropriate names and specific uses hand tools used to measure or size metal.

O Allow students to demonstrate or discuss with the rest of the class any tools that they may be familiar with.

O Set up circumstances so that the use of each tool can be demonstrated in the classroom.

O Show and pass around samples of the tools.

OBJECTIVE 3

List the common thread classifications.

O Have available bolts of the same sizes but with different types of threads.

O Allow students to try to screw a national fine (NF) nut onto a national coarse (NC) bolt.

O Emphasize to students that other classifications of threads exist, and that metric threads are increasing in popularity.

OBJECTIVE 4

Label common types of taps with their appropriate names and uses.

- **R** Use Transparency Master 1 to illustrate the types of taps and their uses.
- **O** Have actual taps available. Allow students to inspect them closely to differentiate among the different tapers on the taps.
- **O** Elaborate on the uses of the various taps to ensure that the students understand their intended uses.

OBJECTIVE 5

Identify components of a thread-size classification.

- **R** Use Transparency Master 2 to illustrate the components of a thread-size classification.
- **O** Show how a tap easily screws into a die of the same thread classification.
- **O** Use the screw-pitch gauge, shown earlier in the unit, to illustrate on a tap or a die how the screw-pitch gauge fits into the thread-size classification system.

OBJECTIVE 6

List the steps for using a tap drill chart to determine correct tap drill size.

- **O** Use a tap drill chart in addition to the one in the Information Sheet to illustrate tap drill size selection.
- **O** Create additional problems for students to work if more practice is needed.

OBJECTIVE 7

Select from a list reasons for tap failure.

- **O** Illustrate in the shop the reasons for tap failure.
- **O** Demonstrate proper procedures for backing up the tap to break the chip.

OBJECTIVE 8

Identify common head types for threaded fasteners.

- **O** Teach objectives 8, 9, 10, 11, and 12 together.
- **O** Invite a resource person from a hardware store or lumber yard to discuss the information in objectives 8, 9, 10, 11, and 12.

O Ask students to discuss unusual applications of fasteners that they may not have known about before studying this unit.

OBJECTIVE 9

Label common types of metal fasteners with their appropriate names and uses.

OBJECTIVE 10

Identify common grade markings for steel bolts.

OBJECTIVE 11

Identify common types of washers.

R Use Transparency Master 3 to illustrate the types of washers.

OBJECTIVE 12

Identify common types of nuts.

R Use Transparency Master 4 to illustrate the types of nuts.

OBJECTIVE 13

List the advantages of riveting with a pop riveter.

O Discuss examples of pop riveting uses in agricultural equipment especially in sheet metal applications.

O Remind students that the trim on stock trailers and horse trailers is held on with pop rivets.

O Have students look for other instances at home where pop rivets may be used, especially instances they may not have been aware of previously.

OBJECTIVE 14

Use a tap drill chart. (Assignment Sheet)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 15

Use a hand hacksaw. (Job Sheet 1)

R See the general instructions for all Job Sheets.

OBJECTIVE 16

Hand tap a hole in a piece of steel. (Job Sheet 2)

R See the general instructions for all Job Sheets.

OBJECTIVE 17

Cut with a hand-threading die the threads on a piece of rod. (Job Sheet 3)

R See the general instructions for all Job Sheets.

OBJECTIVE 18

Use a pop riveter. (Job Sheet 4)

R See the general instructions for all Job Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

Other Media

The following items are available from a local hardware store or lumber yard

- bolt and screw size charts
- tap drill size chart
- fastener drawings or chart
- bolt drawings or chart

UNIT REFERENCES

Publications

- Feirer, John L., and John R. Lindbeck. *Metalwork: S I Metric Edition.* Peoria, IL: Charles A. Bennett Co., Inc., 1979.
- *Machine Shop: Volume 1.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1981.
- *Millwright Instructional Materials.* Stillwater, OK: The Associated General Contractors of America, Oklahoma Department of Vocational and Technical Education, 1980.
- *PROTO Professional Tools.* Ingersoll-Rand Company, 1980.
- Shinn, Glenn C., and Curtis R. Weston. *Working in Agricultural Mechanics.* New York: McGraw-Hill, Inc., 1978.
- *Vocational Agriculture I.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, 1984.

ASSIGNMENT SHEET

OBJECTIVE 14

1. #$^{5}/_{16}$, 0.313
2. #29, 0.136
3. "U", 0.368
4. #$^{25}/_{64}$, 0.391
5. "Q", 0.332
6. Use the tap drill having the closest decimal equivalent to that of the "U" drill; tap drill # $^{25}/_{64}$, (0.391)

WRITTEN TEST

OBJECTIVE 1

1. tap – used to produce internal threads in a hole that has been drilled to a specific size or to recondition damaged threads
2. cold chisel – used to chip flat surfaces and to cut thin sheet metal
3. screw extractor (easy-out) – used to remove bolts and screws whose heads have been broken off or damaged
4. metal snips – used to cut thin sheet metal, shim stock, or band saw blade material to size or shape
5. hole saw – used to cut holes in metal when a hole larger than that made by available twist drills is needed
6. file card – used to clean a file
7. center punch – used to mark the location of a hole prior to drilling by making a dent in the surface of the material
8. file – used to smooth, shape, or remove sharp edges from material in metalwork
9. adjustable threading die – used to produce external threads by hand on stock of a particular size; mounted on a die stock that holds and turns threading die; also used to recondition damaged threads
10. hand hacksaw – used to saw metal parts to size or shape by hand
11. die stock – used to hold round threading dies when cutting threads by hand
12. tap wrench – used to drive taps, hand reamers, and screw extractors of larger sizes $^{3}/_{8}$ inch and up
13. twist drill (drill bit) – used to drill holes in metal with either a power hand drill motor, electric or air, or a drill press

OBJECTIVE 2

1. framing square – used to provide a straight edge, to measure, and to square
2. inside caliper – used to measure inside diameters and widths of slots
3. pocket slide caliper – used to make accurate outside and inside measurements
4. screw-pitch gauge – used to determine pitch, size, and number of various threads
5. combination square – used to provide a straight edge, to level, to measure, and to square
6. outside caliper – used to measure outside diameters and widths of slots
7. firm-joint hermaphrodite caliper – used to lay out plans from a reference surface; must be set with a scale
8. divider – used to lay out circles and arcs, to measure distance between points, and to transfer a measurement directly from a steel rule
9. steel tape – used to measure lengths

OBJECTIVE 3

Answers should include the following in any order:

- national coarse (NC)
- national fine (NF)

OBJECTIVE 4

1. plug tap – used after a taper tap to cut threads to the bottom of a closed hole
2. bottoming tap – used after taper and plug taps, respectively, to complete threads in bottom of a closed hole
3. taper tap – used to make threads in a hole that goes all the way through a piece of metal.

OBJECTIVE 5

1. letters
2. first number
3. number immediately before letters

OBJECTIVE 6

1. Locate the thread designation (size and thread) on the chart.
2. Move to the right on the chart to locate the corresponding tap drill size.
3. If the number or letter drills are not available, use the tap drill having the closest decimal equivalent to the number or letter drill required.

OBJECTIVE 7

1, 3, 4, 5, 7, 8, 10

OBJECTIVE 8

1. oval
2. flat
3. round
4. pan
5. square
6. hex

OBJECTIVE 9

1. stud – used as a headless fastener that may be screwed into a threaded hole or may have a nut screwed onto either or both ends
2. cap screw – used to hold together two pieces of machinery
3. sheet metal screw – used to fasten together metal parts when the parts are not tapped with threads
4. machine screw – used for assembling small mechanical and electrical products
5. setscrew – used to hold together two parts to prevent one part from moving or turning
6. machine bolt – used to fasten together metal parts when a protruding head (one that sticks out) is not objectionable
7. self-tapping screw – used to fasten together sheet metal when no hole is present

OBJECTIVE 10

1. Grade 5
2. Grade 8
3. Grade 2

OBJECTIVE 11

1. common lock
2. internal lock
3. external lock
4. plain flat

OBJECTIVE 12

1. acorn or cap
2. castle
3. hexagon
4. wing
5. square
6. jam or lock
7. self-locking

OBJECTIVE 13

Answers should include the following in any order:

- easy
- fast
- inexpensive
- convenient in tight places
- reasonably permanent and trouble free
- available in a variety of diameter sizes and lengths
- neat finished product

OBJECTIVE 14	**Evaluated on the Assignment Sheet.**
OBJECTIVE 15	**Evaluated on Job Sheet 1.**
OBJECTIVE 16	**Evaluated on Job Sheet 2.**
OBJECTIVE 17	**Evaluated on Job Sheet 3.**
OBJECTIVE 18	**Evaluated on Job Sheet 4.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE — F-3 — Metalwork

TOTAL NUMBER OF TEST QUESTIONS 77

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-13	X
2	1-9	X
3	1-2	X
4	1-3	X
5	1-3	X
6	1-3	X
7	1-10	X
8	1-6	X
9	1-7	X
10	1-3	X
11	1-4	X
12	1-7	X
13	1-7	X
14	Evaluated on the AS	
15	Evaluated on JS 1	
16	Evaluated on JS 2	
17	Evaluated on JS 3	
18	Evaluated on JS 4	

INSTRUCTOR'S
GUIDE

OXY-GAS CUTTING

F4

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have students use the classroom library or the school library to find an article to read about oxy-gas cutting or careers that use this skill.

Writing

Have students write a one-page essay on how they could use this skill.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Identify common types of fuel gases.

O Invite a local gas supplier to discuss the advantages and disadvantages of the various fuel gases.

O Ask students to discuss any instances that they know of in which a fuel gas other than acetylene is used.

O Place special emphasis on the flame temperatures and stability ratings of the various gases.

O Stress the economics of the various gases. Even though propane may be easily accessible in rural areas, it may not be the most economical choice of a fuel gas.

O Show the video *Oxyacetylene Cutting*.

OBJECTIVE 2

List the characteristics of oxygen.

O Release some oxygen into the classroom air to show students that oxygen is colorless and odorless.

O Perform the following demonstration to emphasize that oxygen supports and intensifies combustion.

- Position a small burning candle on a table.
- Set a glass container over the candle. The candle will burn out when the oxygen trapped in the container is used up.
- Relight the candle.
- Fill the container with oxygen from the torch, maintaining as good a seal as possible with your hand.
- Quickly set the oxygen-filled container down over the lighted candle to illustrate how the high concentration of oxygen intensifies the flame.

OBJECTIVE 3

Identify the functions of oxygen in the cutting process.

O Emphasize to students that the preceding demonstration showed how oxygen can intensify flame temperature.

O Remind students that the flame temperatures range from 5600°F to 6300°F.

O Perform a cutting demonstration to show how the molten metal is blown out by the pressure of the oxygen.

OBJECTIVE 4

Identify the parts of oxy-gas cutting equipment.

R Use Transparency Masters 1, 2, and 3 to discuss the parts of the oxy-gas cutting equipment.

O Use unassembled equipment when starting this discussion thereby demonstrating the process in Job Sheet 1 as the equipment is put together and each part is explained.

O Stress to the students the importance of knowing all of the parts of the cutting rig and their proper names.

O Show the students the proper way to hold a flint lighter and to strike a spark.

O Stress the importance of always checking the lens of the cutting goggles or shaded face shield. The recommended shade number for oxygen cutting: 3 or 4 for metal up to 1 inch thick, 4 or 5 for metal 1 inch to 6 inches thick, and 5 or 6 for metal 6 inches thick and over.

OBJECTIVE 5

Identify types of cutting torches.

O Ask students if they have cutting torches at home, and have students tell which type they have.

O Using the actual torch, point out that one of the advantages of the two-piece torch is that it can be converted to a welding torch.

OBJECTIVE 6

Identify the parts of oxyacetylene regulators.

R Use Transparency Masters 4 and 5 to illustrate the oxyacetylene regulators.

O Ask students to discuss or point out the differences in the two regulators.

- O Emphasize the importance of keeping the regulators clean.

- O Point out the note. Discuss the importance of having check valves on the cutting rig.

OBJECTIVE 7

State safety precautions for handling oxy-gas equipment.

- O Use an actual rig to discuss safety precautions.

- O Show the video *Oxyacetylene Welding: Safety and Introduction.*

- O Review Job Sheet 1 emphasizing safety precautions as you work through the procedures.

- O Emphasize that the oxy-gas cutting rig is potentially the most dangerous piece of equipment in the vocational agriculture shop, but that it is safe if cared for and used properly.

OBJECTIVE 8

Name the components of a fire triangle.

- R Use Transparency Master 6 to discuss the components of a fire triangle.

- R Emphasize that the cutting torch flame is extremely hot, and that the sparks thrown off in the cutting process can start a fire on many surrounding materials.

- O Stress to students that they must understand the concept of the fire triangle to be able to control a fire caused by the cutting torch.

- O Remind students that fire extinguishers should always be properly charged, and that it is each student's responsibility to always know where the fire extinguishers are located and how to use them.

OBJECTIVE 9

Match types of oxyacetylene flames to their correct descriptions.

- R Use Transparency Master 7 to show the actual torch flames.

- O Explain how to recognize the different oxyacetylene flames and how to adjust the torch to the desired flame.

- O After demonstrating how to adjust the lighted torch to the various types of flames, allow each student to adjust the lighted torch.

OBJECTIVE 10

List the causes of backfire.

O Stress that should a torch backfire, the problem must be analyzed and corrected before continued use.

O Stress to students that backfire must be reported to the instructor immediately so that the problem can be corrected. Make sure students understand this is necessary even if it is operator error.

OBJECTIVE 11

Arrange in order the steps to follow in case of flashback.

R Require students to know these steps in the correct order before they are allowed to operate a torch.

O Explain the logic of the steps as they are performed.

O Remind the students that check valves become a valuable investment in the event of a flashback.

OBJECTIVE 12

Set up, test for leaks, and depressurize oxyacetylene equipment. (Job Sheet 1)

R See the general instructions for all Job Sheets.

OBJECTIVE 13

Turn on, light, adjust cutting torch to a neutral flame, and turn off oxyacetylene cutting equipment. (Job Sheet 2)

R See the general instructions for all Job Sheets.

O Show the video *Turn On, Light, Adjust Cutting Torch to a Neutral Flame, and Turn Off Oxyacetylene Cutting Equipment.*

OBJECTIVE 14

Make 90-degree cuts on mild steel and restart a cut. (Job Sheet 3)

R See the general instructions for all Job Sheets.

OBJECTIVE 15

Make a flame-beveled cut on mild steel plate. (Job Sheet 4)

R See the general instructions for all Job Sheets.

OBJECTIVE 16

Cut a hole in mild steel. (Job Sheet 5)

R See the general instructions for all Job Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.

- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

Videos

The following videos are available from the Oklahoma Department of Vocational and Technical Education, Stillwater, OK. For ordering information call 800-522-5810.

- *Oxyacetylene Cutting.* VHS, 40 min., color.
- *Oxyacetylene Welding: Safety and Introduction.* VHS, 25 min., color.
- *Turn On, Light, Adjust Cutting Torch to a Neutral Flame, and Turn Off Oxyacetylene Cutting Equipment.* VHS, 8 min, color.

UNIT REFERENCES

Publications

- Althouse, Andrew D., and Carl H. Turnquist. *Modern Welding.* Homewood, IL: Goodheart-Willcox Company, Inc., 1992.
- *Developing Shop Safety Skills.* Athens, GA: American Association for Vocational Instructional Materials, 1984.
- Kennedy, Grower A. *Welding Technology.* Indianapolis, IN: Howard W. Saws and Company, Inc., 1975.
- *Millwright Instructional Materials.* Stillwater, OK: The Associated General Contractors of America, Oklahoma Department of Vocational and Technical Education, 1980.
- *Oxyacetylene Flame Tracts* (Form 235). Minneapolis, MN: Smith Welding Equipment, Division 7, Tescom Corporation, n.d.
- "Safety is for Sissies." Minneapolis, MN: Smith Welding Equipment, a division of Tescom Corporation, 1968.
- *Vocational Agriculture I.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, 1984.

ANSWERS

OXY-GAS CUTTING

F4

WRITTEN TEST

OBJECTIVE 1

1. acetylene
2. natural
3. propane
4. Mapp

OBJECTIVE 2

Answers should include the following in any order:

- colorless
- odorless
- tasteless
- supports and intensifies combustion

OBJECTIVE 3

1, 2, 4

OBJECTIVE 4

1. oxygen fitting (right hand threads)
2. oxygen torch valve
3. torch body
4. oxygen cutting lever
5. cutting attachment
6. tip nut
7. tip
8. oxygen preheat valve
9. acetylene torch valve
10. acetylene fitting (grooved nut, left hand threads)
11. cutting head
12. tube for cutting oxygen
13. oxygen cutting valve
14. oxygen preheat valve
15. acetylene valve
16. acetylene tube
17. tube for preheat oxygen
18. tip
19. acetylene cylinder valve
20. acetylene regulator
21. acetylene pressure regulating screw
22. oxygen cylinder valve

23. oxygen regulator
24. oxygen pressure regulating screw
25. safety chain
26. oxygen hose
27. oxygen cylinder
28. acetylene hose
29. cylinder truck
30. acetylene cylinder
31. oxy-gas welding and cutting goggles
32. flint lighter
33. shaded face shield

OBJECTIVE 5

1. single-unit cutting torch
2. two-piece cutting torch assembly

OBJECTIVE 6

Oxygen regulator

1. working pressure gauge (0 to 150 psi)
2. oxygen hose outlet fitting (right-hand threads)
3. oxygen regulator adjusting screw
4. oxygen cylinder inlet fitting
5. cylinder pressure gauge (0 to 3000 psi)

Acetylene regulator

1. working pressure gauge (0 to 30 psi)
2. acetylene regulator adjusting screw
3. acetylene hose outlet fitting (left-hand threads)
4. acetylene cylinder inlet fitting
5. cylinder pressure gauge (0 to 400 psi)

OBJECTIVE 7

Answers should include the following in any order:

- Before attaching regulators, blow out the cylinder valve by opening and closing the valve quickly.
- Before opening the cylinder valves, check to make sure that the adjusting screws on the regulators are loose.
- Stand to one side of the regulator when opening the cylinder valve.
- Open cylinder valve slowly to prevent explosions.
- Do not use or compress acetylene (in free state) at pressures greater than 15 pounds per square inch (psi).
- Purge oxygen and fuel-gas passages individually before lighting torches.
- Light the fuel gas before opening oxygen valve on the torch.
- Never use oil or grease on regulators, torches, fittings, or other equipment in contact with oxygen.

- Never use oxygen as a substitute for compressed air.
- Keep combustible materials away from cutting areas.
- Always wear leather welding and cutting gloves.
- Wear protective clothing to protect all parts of the body.
- Never cut containers that have been used for combustible materials.
- Avoid breathing toxic fumes when cutting.
- Always place steel caps on the cylinders when they are being moved or are in storage.
- Always use a flint lighter to light the torch.
- Always protect hoses from hot slag, hot metal, or mechanical damage.
- Always operate torch in a well-ventilated area.
- Always support or store cylinders in an upright position.
- Wear oxy-gas welding and cutting goggles.

OBJECTIVE 8

Answers should include the following in any order:

- heat
- oxygen
- fuel

OBJECTIVE 9

1. B
2. C
3. A

OBJECTIVE 10

Answers should include the following in any order:

- insufficient pressure of fuel gas or oxygen
- loose cutting tip
- dirty tip
- overheating of cutting tip caused by bringing the top too close to molten puddle
- bad O-ring in torch body
- too large a tip used in conjunction with a small fuel-gas cylinder

OBJECTIVE 11

4, 3, 8, 5, 2, 6, 1, 7

OBJECTIVE 12

Evaluated on Job Sheet 1.

OBJECTIVE 13	**Evaluated on Job Sheet 2.**
OBJECTIVE 14	**Evaluated on Job Sheet 3.**
OBJECTIVE 15	**Evaluated on Job Sheet 4.**
OBJECTIVE 16	**Evaluated on Job Sheet 5.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) *Agriculture I*

UNIT NUMBER AND TITLE — F4 — Oxy-gas Cutting

TOTAL NUMBER OF TEST QUESTIONS 88

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-4	X
2	1-4	X
3	1-5	X
4	1-33	X
5	1-2	X
6	1-5; 1-5	X
7	1-10	X
8	1-3	X
9	1-3	X
10	1-6	X
11	1-8	X
12	Evaluated on JS 1	
13	Evaluated on JS 2	
14	Evaluated on JS 3	
15	Evaluated on JS 4	
16	Evaluated on JS 5	

Agricultural Education I

Second Edition

Instructor's Resource Package

LAP Sheets

Transparency Masters

Written Tests

Handouts

Developed by the
Curriculum and Instructional Materials Center
for the Division of Agricultural Education
Oklahoma Department of Vocational and Technical Education

95-011512

AG1001

Copyright 1996

Oklahoma Department of Vocational and Technical Education
Curriculum and Instructional Materials Center

All rights reserved.

Printed in the United States of America by the
Oklahoma Department of Vocational and Technical Education
Stillwater, Oklahoma 74074-4364

This publication, or parts thereof, may not be reproduced in any form by photographic, electrostatic, mechanical, or any other methods for any use including information storage and retrieval, without written permission from the publisher.

The Oklahoma Department of Vocational and Technical Education does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, or qualified handicap.

LAP SHEET

ORIENTATION TO AGRICULTURAL EDUCATION

A1

Name ______________________________

Check the blank as you complete each step.

1. **Take**	____	the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. **Read**	____	the introduction, unit objective, and specific objectives.
3. **Do**	____	the focus assignments.
4. **Stop**	____	and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.
5. **Study**	____	the Information Sheet, objective 1.
6. **Ask**	____	your instructor to tell you about the areas of agricultural education you will be studying.
Optional: Ask	____	your instructor to show you the video about agricultural education.
7. **Study**	____	the Information Sheet, objective 2.
Optional: Ask	____	your instructor to tell you about the reasons for using a Supervised Agricultural Experience Program.
Optional: Listen	____	to a senior agricultural education student speak about their Supervised Agricultural Experience Program. Pay careful attention to how the program has changed over time.

May be photocopied for student use.

8. Study	____	the Information Sheet, objective 3.
Optional: Ask	____	your instructor to explain the different types of programs in depth.
Optional: Ask	____	for your instructor's assistance in preparing to select one of the two Supervised Agricultural Experience Programs.
9. Study	____	the Information Sheet, objective 4.
Optional: Ask	____	your instructor about how learning financial responsibilities will assist you in making decisions regarding the financing of your Supervised Agricultural Experience Program.
Optional: Ask	____	your instructor about the importance of learning skill development and the benefits provided by personal recognition and degree advancement.
Optional: Ask	____	your instructor about advancement within the FFA and agricultural education programs.
10. Study	____	the Information Sheet, objective 5.
11. Write	____	the specific local FFA program responsibilities on your paper as your instructor dictates them to you.
Optional: Ask	____	your instructor about the importance of being a committed FFA member.
Optional: Ask	____	your instructor about the importance of attending classes and maintaining good standings within the National FFA organization.
Optional: Listen	____	as your instructor explains the importance of being competitive at the local, county, state, and national levels of FFA.
Optional: Watch	____	the videos indicated by your instructor.

May be photocopied for student use.

12. Study ____ the Information Sheet, objective 6.

Optional: Listen ____ to a senior agricultural education student talk about the activities that the chapter participated in last year.

Optional: Listen ____ to your instructor tell about the parent/member banquet that will be held later in the school year.

Optional: Ask ____ your instructor to explain where the agricultural education program is carried out.

13. Study ____ the Information Sheet, objective 7.

14. Read ____ a copy of OSU's *FFA Interscholastic Meet Rules and Regulations.* Identify the contests as your instructor talks about them.

Optional: Ask ____ your instructor for the date of the FFA Interscholastic competitions.

15. Study ____ the Information Sheet, objective 8.

Optional: Listen ____ to previous years' Star FFA Greenhand talk about their Supervised Agricultural Experience Programs. Ask the Star FFA Greenhand to explain the scope of their programs.

Optional: Ask ____ your instructor for a copy of the *Official FFA Manual.* Study the requirements of the different degrees.

16. Study ____ the Information Sheet, objective 9.

Optional: Ask ____ your instructor about the FFA Foundation Awards and who sponsors them.

Optional: Ask ____ your instructor for the application blanks for the different FFA Foundation Awards that are handled at a state and a national level. Talk about the importance of applying for these awards.

Optional: Invite ____ an area farmer who was a member of the FFA chapter to talk to you about the FFA Foundation Awards received while a member of the National FFA Organization.

May be photocopied for student use.

17. **Study** ____ the Information Sheet, objective 10.

Optional: Ask ____ your instructor to tell you about the different awards and about the local, state, and national requirements for application.

Optional: Discuss ____ with your instructor the different categories for FFA Foundation Awards under the area of Individual Proficiency Awards.

18. **Study** ____ the Information Sheet, objective 11.

19. **Ask** ____ your instructor about the importance of keeping an FFA scrapbook.

Optional: Use ____ a cardboard box to file and organize clippings, photographs, and awards of recognition by years and categories.

Optional: Talk ____ with a senior class member about the importance of keeping an FFA scrapbook.

Optional: Examine ____ an outstanding scrapbook supplied by your instructor.

20. **Do** ____ Assignment Sheet 1.

21. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

22. **Do** ____ Assignment Sheet 2.

23. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

24. **Do** ____ Assignment Sheet 3.

25. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

26. **Take** ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

WRITTEN TEST

ORIENTATION TO AGRICULTURAL EDUCATION

A1

Name ______________________________ Date __________ Score ____

OBJECTIVE 1

State reasons for studying agricultural education. Write the reasons in the blanks provided.

- ____
- ____
- ____
- ____
- ____
- ____
- ____
- ____

OBJECTIVE 2

State the purpose of the Supervised Agricultural Experience Program. Write your answer in the blanks provided.

____

____

May be photocopied for student use.

OBJECTIVE 3

Distinguish between types of Supervised Agricultural Experience Programs. Write an "O" in the blank before the description of the ownership program and a "P" in the blank before the description of the placement program.

_____ 1. The student is placed in production agriculture, in agribusiness, in school laboratories, or community facilities to gain practical agricultural experiences and earn wages.

_____ 2. The student has personal ownership of the materials or other inputs required for the enterprise(s).

OBJECTIVE 4

List benefits of the Supervised Agricultural Experience Program. Write the benefits in the blanks provided.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 5

List responsibilities of an FFA member. Write your answers in the blanks provided.

- ____________________
  ____
- ____________________
  ____
- ____________________
  ____
- ____________________
  ____

May be photocopied for student use.

OBJECTIVE 6

List FFA activities. Write activities in the blanks provided.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 7

Match FFA contests to their correct descriptions and/or activities. Write the correct letter in the blanks provided.

A. meats
B. nursery/landscape
C. floriculture
D. agricultural mechanics
E. dairy foods
F. farm business management
G. livestock judging
H. poultry judging
I. agricultural sales
J. entomology
K. crops judging
L. FFA quiz
M. parliamentary procedure
N. land, range, and pasture judging
O. public speaking
P. dairy cattle judging

_____ 1. Principles of record keeping and accounting, tax regulations, crop machinery and livestock management practices, agricultural economics, agricultural law and land, labor and capital management

_____ 2. Knowledge of identifying specimens by technical and common names, placing classes of floral products, making flower arrangements, planting flowers, taking telephone orders, and making a corsage

_____ 3. Knowledge of plant identification, classes of nursery items, general knowledge of nursery/landscape practices and landscape design, potting of nursery crops, and taking a telephone order

_____ 4. Knowledge of breed characteristics, ability to rank classes of animals, and ability to give verbal reasons for animal placement

____ 5. Grading carcasses, identifying wholesale and retail cuts of beef, pork, and lamb, and making decisions based on visual comparisons

____ 6. Knowledge of milk flavors, identification of cheeses, detection of flaws in milking equipment, and ability to rank dairy products in order of quality

____ 7. Knowledge of candling techniques, ability to grade eggs and detect imperfections, ability to grade dressed poultry, and ability to judge and place classes of live production hens and pullets

____ 8. Arc and gas welding, hot and cold metal work, plumbing, carpentry, concrete and masonry, electricity, agricultural power and machinery, soil and water conservation

____ 9. Participation in a wide range of activities oriented around the total sales process

____ 10. Knowledge of dairy breeds, understanding of production traits, ability to evaluate and place in numerical sequence a group of animals, ability to give verbal reasons for placement of animals, and pedigree evaluation

____ 11. Ability to identify and judge all types of plants and seeds common to the local community and to Oklahoma

____ 12. Ability to identify the various types of soils and land classes and to make land use recommendations

____ 13. Ability to conduct an effective and efficient chapter meeting according to the correct rules of parliamentary procedure

____ 14. Ability to write and deliver speeches in the areas of natural resources, agricultural policy, agriscience, animal science, plant science, agribusiness, FFA creed, 8th grade agricultural exploration, 9th grade FFA opportunities, and general agriculture

____ 15. Ability of freshmen to answer questions that test knowledge of the National FFA Organization

____ 16. Ability to identify all types of insects

May be photocopied for student use.

OBJECTIVE 8

Match FFA degrees to their correct descriptions. Write the correct letter in the blanks.

A. District Star Farmer
B. Chapter FFA Degree
C. Star Greenhand
D. American Star in Agribusiness
E. Regional Star Farmer
F. Greenhand
G. American Star Farmer
H. State Star Farmer
I. American FFA Degree
J. State FFA Degree
K. District and State Star Agribusinessman
L. Chapter Star Farmer
M. Chapter Star Agribusinessman

____ 1. Awarded by the local chapter to a member who has received the Greenhand degree, has completed one year of instruction in agriculture, and has earned at least $150 from a Supervised Agricultural Experience Program; signifies achievement of the second level of membership

____ 2. Awarded at the district level to the most outstanding member in a Supervised Agricultural Experience Program, leadership, and scholarship; must have received the State FFA degree

____ 3. Awarded annually at the National FFA convention to the most outstanding FFA member in the nation. The candidates must have achieved the American FFA degree

____ 4. Governor's trophy awarded to a member selected from the District Star Farmers; must have received the State FFA degree.

____ 5. Awarded by the local chapter to the most outstanding Greenhand or freshman student

May be photocopied for student use.

____ 6. Awarded to candidates throughout the nation who hold the American FFA degree; who have been recommended by their state association; who can list their career goals in agribusiness; describe each agribusiness operation in which they are employed, hold in partnership, or own; list and describe five skills or competencies developed through a Supervised Agricultural Experience Program; describe their managerial responsibilities; provide an annual summary of total hours worked each year; and itemize agribusiness investments and other resources accumulated

____ 7. Awarded yearly to four members in the United States who are selected from the American FFA degree winners in the four national regions

____ 8. Awarded by a local chapter to the member who is enrolled in the agricultural education program, who is familiar with the aims and purposes of the FFA, who can recite the FFA creed, and who has received a majority vote from the local chapter membership; signifies the achievement of the first level of membership

____ 9. Awarded each year to top 3 percent of FFA members who have held the Chapter FFA Degree for at least one year, been FFA members for at least two years, led a group discussion for at least forty minutes, derived an income (net profit) of at least $1000 or accumulated 300 hours from the Supervised Agricultural Experience Program, invested $1000 in an agricultural program, attained a minimum net worth of $1000 in agricultural investment, received a grade point average of 2.0 overall, with at least a 3.0 grade point average in agricultural education

____ 10. Awarded to top FFA members in the nation who have been active FFA members for at least thirty-six months, and who have earned at least $7500 from a Supervised Agricultural Experience Program; must have received the State FFA degree

____ 11. Awarded by the local chapter to the most outstanding member in the chapter with the best production Supervised Agricultural Experience Program

May be photocopied for student use.

____ 12. Awarded at the district and state levels to the most outstanding member in agribusiness, leadership, and scholarship; must have received the State FFA degree

____ 13. Awarded by the local chapter to the most outstanding member in the chapter with the best agribusiness Supervised Agricultural Experience Program

OBJECTIVE 9

State the purpose of FFA Foundation Awards. Write your answer in the blanks provided.

____

____

OBJECTIVE 10

List local, state, and national awards available through the FFA award program. Write your answers in the blanks provided.

- ____
- ____
- ____
- ____
- ____

OBJECTIVE 11

State the purpose of the FFA scrapbook. Write your answer in the blanks provided.

____

____

OBJECTIVE 12

Evaluated on Assignment Sheet 1.

OBJECTIVE 13

Evaluated on Assignment Sheet 2.

OBJECTIVE 14

Evaluated on Assignment Sheet 3.

LAP
SHEET

AGRICULTURAL SAFETY

A2

Name ______________________________

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

6. **Discuss** ____ the potential hazards of agricultural work associated with power machinery, equipment, and some farm animals.

Optional: Discuss ____ any potentially hazardous situations that exist at your home.

Optional: Ask ____ your instructor about the accidents that occur most frequently in situations involving farm machinery, equipment, and animals. Ask for some examples.

Optional: Survey ____ your home or another home for safety hazards.

Optional: Tour ____ a farm and complete a safety survey.

May be photocopied for student use.

7. **Study** ____ the Information Sheet, objective 2.

Optional: Practice ____ using hand signals on a tractor.

Optional: Ask ____ your instructor about the origin of hand signals.

8. **Study** ____ the Information Sheet, objective 3.

Optional: Practice ____ using hand signals.

Optional: Ask ____ your instructor about the origin of hand signals.

9. **Study** ____ the Information Sheet, objective 4.

Optional: Ask ____ your instructor to show you news clippings or information from recent issues of farming magazines.

Optional: Collect ____ articles related to agricultural safety from current newspapers and magazines.

Optional: Ask ____ your instructor to show you the display of fact sheets related to agricultural safety.

Optional: Invite ____ a person who has survived a farming related accident to tell you about it.

10. **Study** ____ the Information Sheet, objective 5.

11. **Ask** ____ your instructor to show you the transparency of the SMV emblem and to show you the correct and incorrect ways to display it.

Optional: Record ____ incidents of correct and incorrect usage of the SMV emblem observed during a specified period.

Optional: Ask ____ your instructor for permission to talk with other students about situations at their homes in which SMV emblems are used or needed.

May be photocopied for student use.

12. **Study** ____ the Information Sheet, objective 6.

Optional: Invite ____ a Farm Bureau safety specialist to show you mock demonstrations of tractor overturns.

Optional: Discuss ____ with your instructor or other students instances of tractor overturns they are aware of.

13. **Study** ____ the Information Sheet, objective 7.

Optional: Invite ____ a resource person from a farm machinery dealership to discuss factory recommendations for safely refueling equipment with you. Also ask the resource person to discuss why these recommendations are made.

Optional: Invite ____ an insurance representative to discuss refueling safety with you.

Optional: Invite ____ a fuel dealer who delivers fuel to rural areas to discuss safety in refueling with you.

14. **Study** ____ the Information Sheet, objective 8.

Optional: Discuss ____ experiences created by violating safety precautions with your instructor or other students.

15. **Do** ____ the Assignment Sheet.

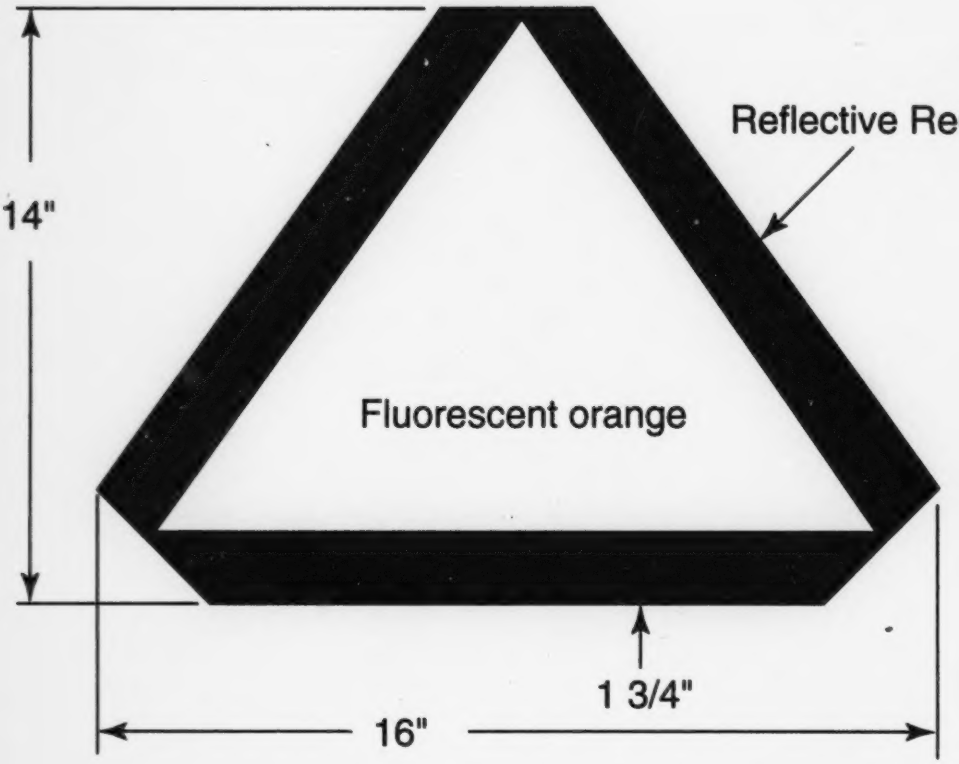
16. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

17. **Take** ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

TM

Slow-Moving Vehicle Emblem (SMV)


Reflective Red
14"
Fluorescent orange
1 3/4"
16"

May be photocopied for student use.

WRITTEN TEST

AGRICULTURAL SAFETY

A2

Name ______________________ Date __________ Score ____

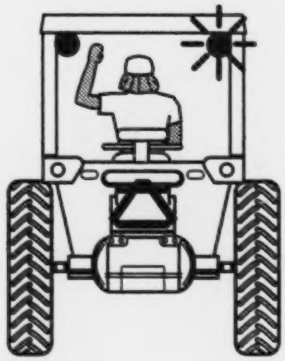
OBJECTIVE 1

List major agricultural safety areas. Write your answers in the blanks provided.

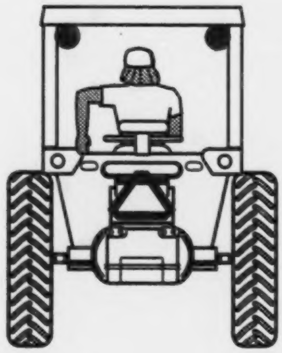
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 2

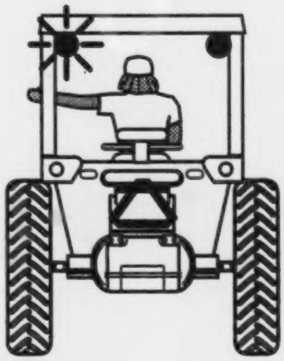
Identify standard hand signals used when operating farm equipment on public roads. Write your answers in the blanks provided.



1. ____________________

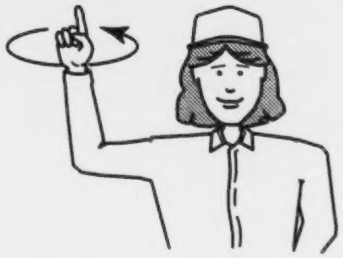


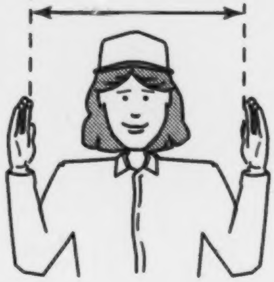
2. ____________________



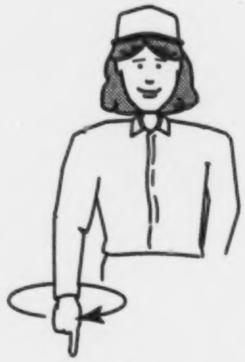
3. ____________________

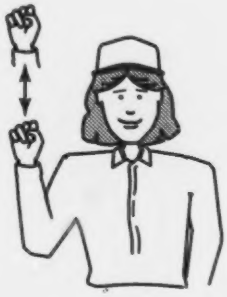
OBJECTIVE 3 **Label hand signals used in machinery operation communications.** Write your answers in the blanks provided.



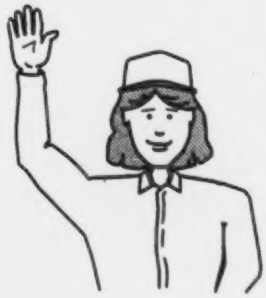


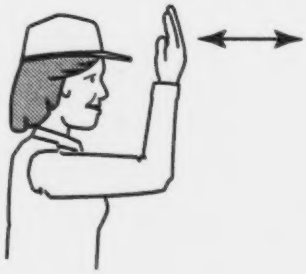
1. ______________________________ 2. ______________________________



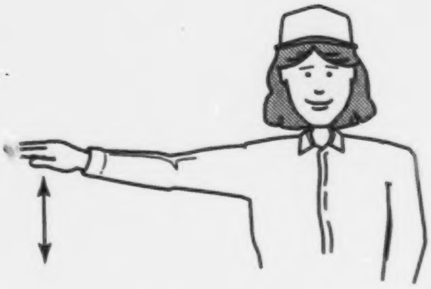


3. ______________________________ 4. ______________________________

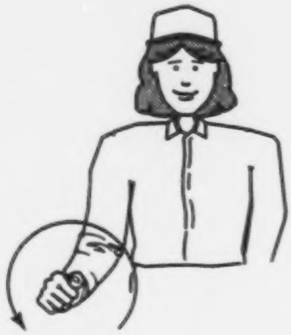




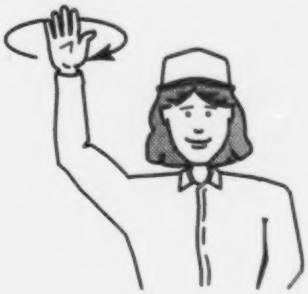
5. ______________________________ 6. ______________________________



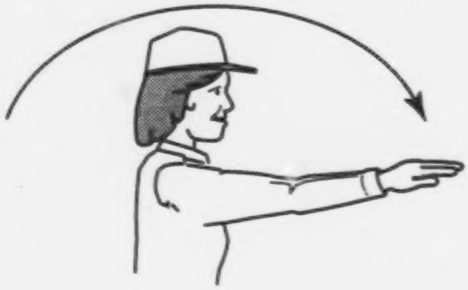
7. ______________________________



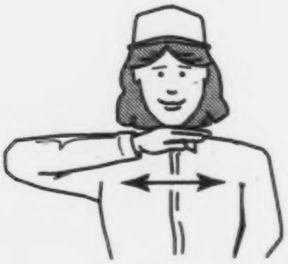
8. ______________________________



9. ______________________________



10. ______________________________



11. ______________________________

OBJECTIVE 4

State safety precautions to observe when operating general farm machinery and equipment. Write your answers in the blanks provided.

- ____
  ____
- ____
  ____
- ____
  ____
- ____
  ____
- ____
  ____
- ____
  ____
- ____
  ____
- ____
  ____

OBJECTIVE 5

Select from a list regulations concerning use of the slow-moving vehicle (SMV) emblem. Write an "X" in the blank before each correct answer.

____ 1. Must be mounted so that the bottom edge is 2 to 6 feet above the ground

____ 2. Must be mounted on the front and rear of all farm equipment

May be photocopied for student use.

____ 3. Must be mounted so that the emblem is lighted at night

____ 4. Must be mounted point up in plain sight of traffic approaching from rear

____ 5. Required on all vehicles that move 25 miles per hour or less on public roads

____ 6. Must be bolted in all three corners

____ 7. Must be displayed in addition to any lighting devices or other equipment required by law

____ 8. Must be displayed day and night

____ 9. Not required on equipment with flashing lights

OBJECTIVE 6

Distinguish between safe practices for operating a tractor to prevent side overturns and safe practices for operating a tractor to prevent rear overturns. Write an "S" in the blanks before practices to prevent side overturns, and write an "R" in the blanks before practices to prevent rear overturns.

____ 1. Widen wheel base to widest setting possible for the job to be done.

____ 2. Lock brake pedals together before driving at transport speeds.

____ 3. Back out if the drive wheels become lodged in a ditch.

____ 4. Make turns slowly,especially on rough terrain.

____ 5. Operate front-end loaders with the bucket as low as is practical.

____ 6. Restrict speed according to operating conditions.

____ 7. Back tractor out of mud or pull out with another tractor.

____ 8. Plan for safe forward uphill pulls.

____ 9. Pull heavy loads and equipment at safe speeds.

____ 10. Hitch towed loads only to drawbar.

May be photocopied for student use.

____ 11. Stay away from ditches and riverbanks.

____ 12. Add front-end weights to counterbalance heavy rear-mounted implements and heavy drawbar loads.

____ 13. Start forward motion slowly.

____ 14. Brake cautiously if you must back down a grade.

OBJECTIVE 7

State safety precautions to observe when refueling equipment. Write your answers in the blanks provided.

- ____
  ____
- ____
  ____
- ____
  ____
- ____
  ____
- ____
  ____
- ____
  ____
- ____
  ____

May be photocopied for student use.

OBJECTIVE 8

State safety precautions to observe when handling farm animals. Write your answers in the blanks provided.

- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____

May be photocopied for student use.

- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____

OBJECTIVE 9 **Evaluated on the Assignment Sheet.**

LAP SHEET

INTRODUCTION TO FFA

B1

Name ______________________________

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

6. **Estimate** ____ the number of national members after discussing the size and scope of the national organization.

Optional: Discuss ____ with your instructor how your name will be added to the membership of the local FFA.

7. **Study** ____ the Information Sheet, objective 2.

Optional: Ask ____ your instructor to describe the types of membership to you.

Optional: Invite ____ a community person who belongs to one of the categories of FFA membership to talk with you about how the organization has benefitted him or her.

8. **Study** ____ the Information Sheet, objective 3.

May be photocopied for student use.

9. Discuss	____	the importance of developing self-respect and being a productive and useful citizen with your instructor.
Optional: Invite	____	a resource person (i.e., pastor or attorney) to explain the purposes and meaning of a code of ethics.
Optional: Develop	____	a poster illustrating various points of the code of ethics.
10. Study	____	the Information Sheet, objectives 4 and 5 together.
11. Ask	____	your instructor to show you the transparency showing the parts of the FFA emblem.
12. Ask	____	your instructor about the colors and the FFA emblem.
Optional: Watch	____	the video *Today's FFA...It's You.*
13. Study	____	the Information Sheet, objective 6.
Optional: Invite	____	an upper class member to talk to you about the importance of wearing the jacket. Ask what makes the jacket a form of identification and why it is symbolic of the FFA organization.
14. Study	____	the Information Sheet, objective 7.
Optional: Discuss	____	with your instructor the importance of the chapter and the role of the chapter in the school and community.
Optional: Read	____	the poem supplied by your instructor. Discuss its meaning and how it applies to you.
Optional: Invite	____	a local FFA chapter president to talk to you about what FFA has meant to his or her life.
Optional: Ask	____	your instructor about the Food for America program.
15. Study	____	the Information Sheet, objective 8.
Optional: Ask	____	your instructor about the FFA chapter meeting as the place where chapter business is conducted. Also ask about the importance of all members taking an active part in the meetings.

May be photocopied for student use.

Optional: Read ____ an order of business from a previous FFA meeting which will be supplied by your instructor. Develop some ideas for an order of business for the next FFA meeting.

16. Study ____ the Information Sheet, objective 9.

Optional: Invite ____ a local FFA award recipient, collegiate FFA award winner, or a state FFA officer to talk with you about the purposes of the state FFA association.

17. Study ____ the Information Sheet, objective 10.

Optional: Read ____ the copy of your state FFA publication provided by your instructor. Complete information about state FFA officers and selected state agricultural education staff.

18. Study ____ the Information Sheet, objective 11.

Optional: Write ____ a list of FFA chapter activities that the local chapter will participate in during the school year. Ask your instructor for assistance.

Optional: Assist ____ the local reporter in submitting articles to your state FFA publication.

19. Study ____ the Information Sheet, objective 12.

Optional: Identify ____ class projects that would support National FFA Week activities.

Optional: Ask ____ your instructor for samples of previous years' activities.

20. Do ____ Assignment Sheet 1.

21. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

22. Do ____ Assignment Sheet 2.

May be photocopied for student use.

23. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

Optional: Participate ____ in an FFA Creed contest.

24. Do ____ Assignment Sheet 3.

25. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

26. Do ____ Assignment Sheet 4.

27. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

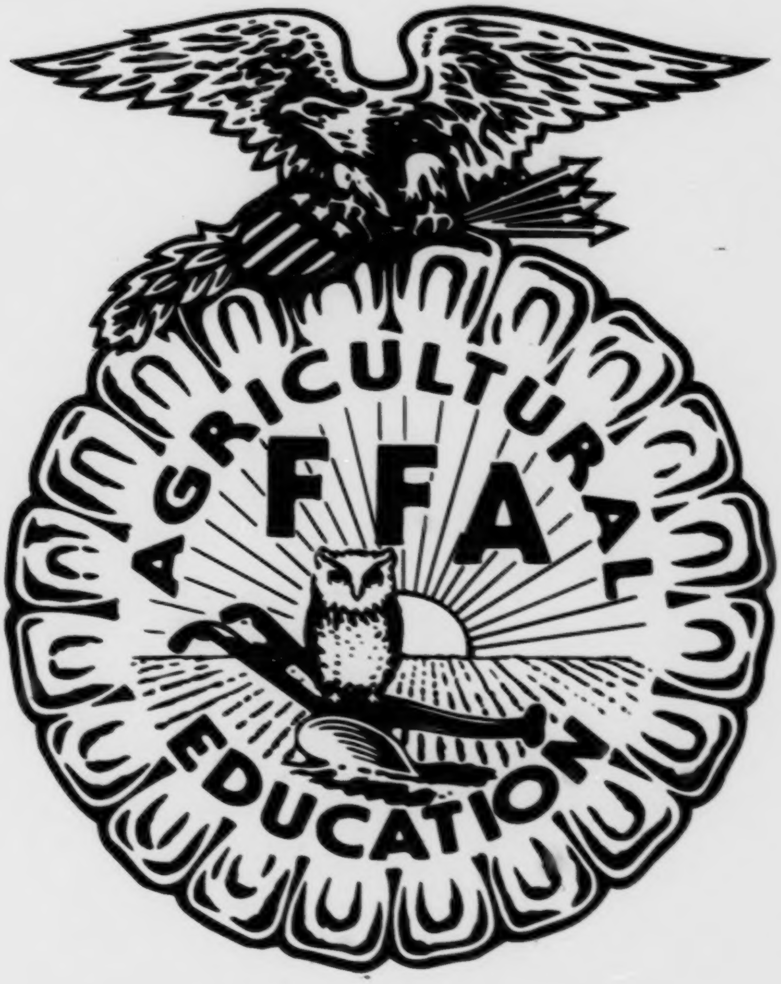
Optional: Participate ____ in a Greenhand Quiz contest with FFA officers as judges.

28. Take ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

™

FFA Emblem


AGRICULTURAL
FFA
EDUCATION

Used with permission of the National FFA Organization, National FFA Center, Alexandria, VA.

May be photocopied for student use.

INTRODUCTION TO FFA

Name ______________________ Date _________ Score ___

OBJECTIVE 1

Select from a list requirements for FFA membership. Write an "X" before correct answers.

____ 1. Must live on a farm

____ 2. Must be 14 to 21 years old

____ 3. Must attend all FFA meetings

____ 4. Must serve on five committees

____ 5. Must be enrolled in an agricultural education class

____ 6. Must have a Supervised Agricultural Experience Program

____ 7. Must remain in good standing with local chapter

OBJECTIVE 2

Select from a list types of FFA membership. Write an "X" before correct answers.

____ 1. Active

____ 2. Associate

____ 3. Collegiate

____ 4. Inactive

____ 5. Honorary

____ 6. Regular

____ 7. Chapter FFA Degree

____ 8. Alumni

May be photocopied for student use.

OBJECTIVE 3

State the code of ethics for FFA members. Write six rules in the blanks provided.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 4

List the colors of FFA and the parts of the FFA emblem.

Part 1 Write the colors of FFA in the blanks provided.

- ____________________
- ____________________

Part 2 Write the five parts of the emblem in the blanks provided.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

May be photocopied for student use.

OBJECTIVE 5

State the meaning of each part of the FFA emblem. Write your answers in the blanks provided.

- ____
____
- ____
____
- ____
____
- ____
____
- ____
____

OBJECTIVE 6

State proper uses of the FFA jacket. Write four proper uses in the blanks provided.

- ____
____
____
- ____
____
____
- ____
____
____
- ____
____
____

May be photocopied for student use.

422

OBJECTIVE 7

List the essentials of an effective FFA chapter. Write four essentials in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 8

List the characteristics of a successful FFA meeting. Write four characteristics in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 9

List the purposes of the State FFA Association. Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

May be photocopied for student use.

OBJECTIVE 10 **List names of state FFA officers and selected members of the state agricultural education staff.** Write your answers in the blanks provided.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 11 **List the official FFA publications.** Write your answers in the blanks provided.

1. National – ____________________
2. State – ____________________

OBJECTIVE 12 **List examples of activities that a local chapter can participate in or sponsor during National FFA Week.** Write five examples of activities in the blanks provided.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

May be photocopied for student use.

OBJECTIVE 13	**Evaluated on Assignment Sheet 1.**
OBJECTIVE 14	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 15	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 16	**Evaluated on Assignment Sheet 4.**

May be photocopied for student use.

LAP
SHEET

PARLIAMENTARY PROCEDURE

B2

Name ____

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

Optional: Ask ____ your instructor about majority rule and its importance in meetings.

6. **Study** ____ the Information Sheet, objective 2.

Optional: Ask ____ your instructor the function of the gavel.

7. **Study** ____ the Information Sheet, objective 3.

Optional: Ask ____ your instructor about the different methods of voting.

Optional: Ask ____ your instructor when and where the different voting methods are used.

Optional: Visit ____ another organization's meeting to observe voting procedures.

May be photocopied for student use.

8. **Study** ____ the Information Sheet, objective 4.

Optional: Ask ____ your instructor to explain each classification in depth. Ask for examples of times when the different classifications of motions are used.

Optional: Practice ____ stating motions with a partner or with your instructor.

9. **Study** ____ the Information Sheet, objective 5.

Optional: Discuss ____ with your instructor the different kinds of motions that can be used during a meeting.

Optional: Ask ____ your instructor for examples of how the motions are used.

10. **Study** ____ the Information Sheet, objective 6.

Optional: Visit ____ another organization's meeting to observe voting procedures. A farm bureau, city council, or school board meeting may be appropriate.

11. **Study** ____ the Information Sheet, objective 7.

12. **Ask** ____ your instructor to show you the transparency of the Rule of Eight.

Optional: Practice ____ presenting a motion. Ask your instructor for some sample motions to work with.

13. **Study** ____ the Information Sheet, objectives 8 and 9.

Optional: Practice ____ amending a motion.

14. **Study** ____ the Information Sheet, objective 10.

Optional: Invite ____ a chapter president to talk to you about the responsibilities and duties of the presiding officer.

May be photocopied for student use.

15. **Study** _____ the Information Sheet, objective 11.

Optional: Watch _____ as a parliamentary procedure team conducts a meeting.

Optional: Evaluate _____ the performance of the team, using the information in the Information Sheets.

16. **Do** _____ Assignment Sheet 1.

17. **Stop** _____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

18. **Do** _____ Assignment Sheet 2.

19. **Stop** _____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

20. **Do** _____ Assignment Sheet 3.

21. **Stop** _____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

22. **Do** _____ Assignment Sheet 4.

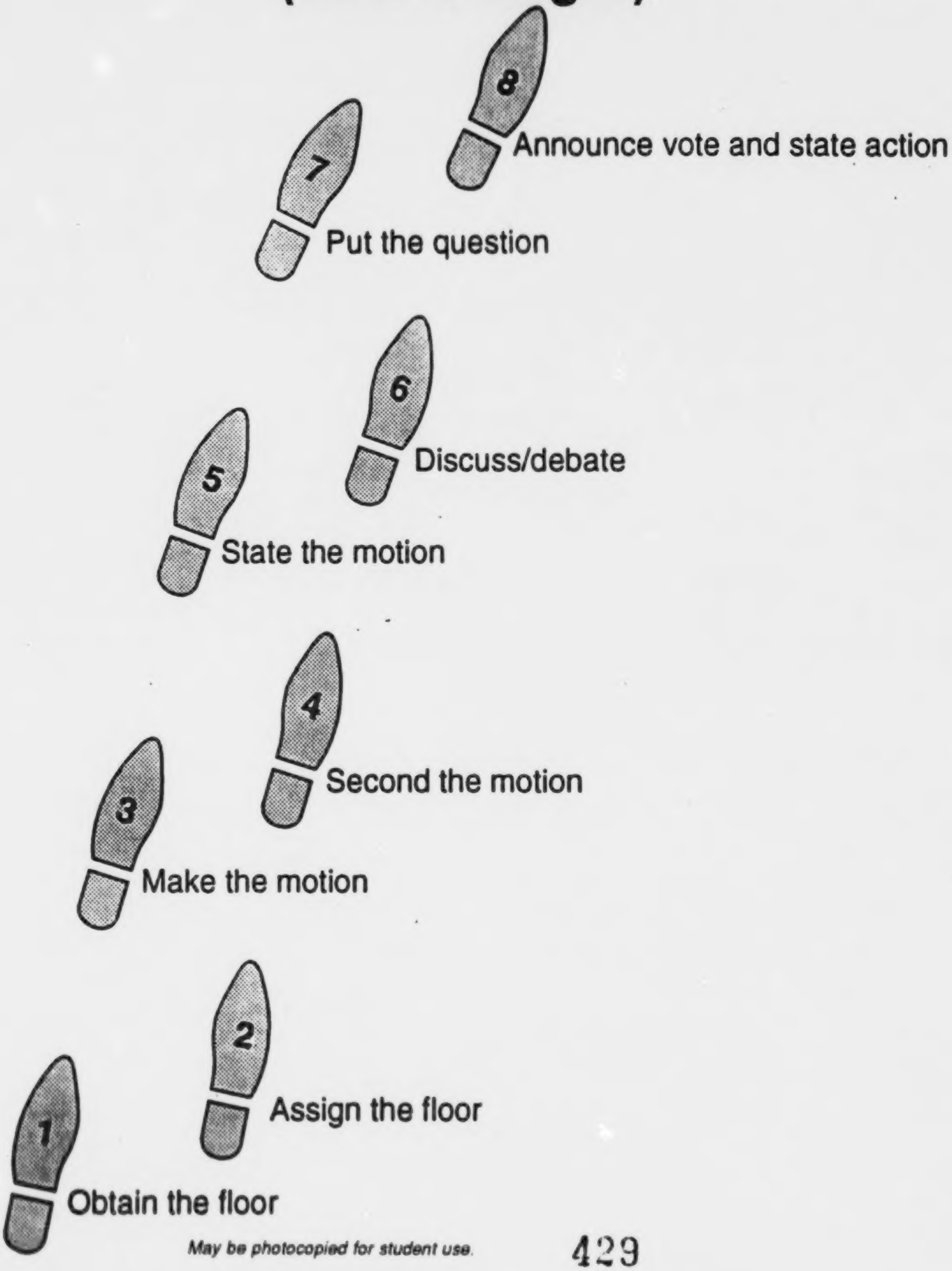
23. **Stop** _____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

24. **Take** _____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

TM

Steps to Process a Main Motion (Rule of Eight)



1. Obtain the floor
2. Assign the floor
3. Make the motion
4. Second the motion
5. State the motion
6. Discuss/debate
7. Put the question
8. Announce vote and state action

May be photocopied for student use.

WRITTEN TEST

PARLIAMENTARY PROCEDURE

B2

Name ______________________ Date __________ Score ____

OBJECTIVE 1

Select from a list the purposes of parliamentary procedure. Write an "X" in the blank before each correct action.

____ 1. Allow the majority to rule while respecting the rights of the minority

____ 2. Limit the debate to five minutes

____ 3. Let the president control the intent of the meeting

____ 4. Protect the rights of individual members

____ 5. Allow only those present a voice

____ 6. Allow equal rights for all members or participants

____ 7. Control what the chapter does

____ 8. Allow full and free debate

____ 9. Handle up to four items at a time

____ 10. Demonstrate democracy in action

____ 11. Protect the rights of the absentee members

____ 12. Pursue only one item of business at a time

OBJECTIVE 2

State the function of the gavel. Write your answer in the blanks provided.

____

____

May be photocopied for student use.

OBJECTIVE 3

Identify methods of voting. Write the correct letters in the blanks provided.

A. voice vote
B. proxy voting
C. ballot vote
D. roll call vote
E. rising vote
F. voting by mail
G. show of hands

_____ 1. Members vote by standing

_____ 2. Members vote by saying "aye" or "no"

_____ 3. Members cast a secret, written vote

_____ 4. A power of attorney is given by one person to another to vote in his or her stead

_____ 5. Members vote when their names are called

_____ 6. Members vote by raising their hands

_____ 7. Members send in their vote by mail

OBJECTIVE 4

Discuss types of motions. Write your answers in the space provided.

- Main____

  ____

  ____

  ____

- Subsidiary____

  ____

  ____

  ____

May be photocopied for student use.

- Privileged ______________________________

____

____

____

- Incidental ______________________________

____

____

____

- Restorative ______________________________

____

____

____

OBJECTIVE 5

Match types of motions to their correct classifications. Write the correct letters in the blanks provided. Answers may be used more than once.

A. subsidiary
B. main
C. privileged
D. incidental
E. restorative

_____ 1. Objection to the consideration of the question

_____ 2. Main motion or main question

_____ 3. Point of order

_____ 4. Amend

_____ 5. Commit (refer to a committee)

_____ 6. Parliamentary inquiry

May be photocopied for student use.

_____ 7. Adjourn

_____ 8. Lay on the table

_____ 9. Division of the assembly

_____ 10. Postpone definitely

_____ 11. Suspend the rules

_____ 12. Previous question

_____ 13. Limit or extend limits of debate

_____ 14. Appeal

_____ 15. Take from the table

_____ 16. Postpone indefinitely

_____ 17. Reconsider

_____ 18. Raise the question of privilege

_____ 19. Recess

_____ 20. Fix the time at which to adjourn

_____ 21. Division of a question

_____ 22. Call for the orders of the day

_____ 23. Consideration by paragraph

_____ 24. Rescind

_____ 25. Withdraw a motion

May be photocopied for student use.

OBJECTIVE 6

Match parliamentary procedures to their correct uses during a meeting. Write the correct letters in the blanks.

A. adjourn
B. main motion
C. postpone indefinitely
D. division of the assembly
E. rescind
F. lay on the table
G. limit debate
H. amend
I. commit or refer to a committee
J. take from the table
K. previous question
L. appeal
M. suspend the rules
N. withdraw a motion
O. objection to consideration of the question
P. raise the question of privilege
Q. fix the time at which to adjourn
R. reconsider
S. parliamentary inquiry
T. point of order
U. postpone definitely
V. recess
W. division of a question
X. call for the orders of the day
Y. consider by paragraph

_____ 1. Questions the chair's decision on a voice vote

_____ 2. Presents business for action

_____ 3. Cancels action taken by the chapter

_____ 4. Kills the main motion

_____ 5. Defers a matter for a specified time

_____ 6. Sets a matter aside so more urgent matters can be considered

_____ 7. Establishes a length of time for discussion

_____ 8. Changes or modifies

_____ 9. Takes up an item that was laid on the table

_____ 10. Lets a few members attend to a matter

_____ 11. Allows a member to question the decision of the chair

_____ 12. Stops debate and amendments; orders an immediate vote

_____ 13. Calls attention to a procedural error

_____ 14. Sets the rules aside for a specific reason; nothing else can be done during the suspension

May be photocopied for student use.

_____ 15. Asks a question relating to a parliamentary procedure

_____ 16. Prevents a motion from being voted upon

_____ 17. Provides an opportunity to vote a second time on a matter

_____ 18. Determines whether a question is in accord with the bylaws

_____ 19. Sets a time for the next meeting

_____ 20. Attends to the well-being and comfort of the chapter members

_____ 21. Dismisses members from the meeting

_____ 22. Breaks up a question even more than a division of a question; breaks complex questions or resolutions down by paragraph or section so each can be considered separately

_____ 23. Breaks up a question so each resolution can be considered and voted on separately

_____ 24. Keeps the meeting on track; makes the assembly follow the program, agenda, or order of business

_____ 25. Provides for a break in the meeting or an intermission

OBJECTIVE 7

Arrange in order the steps in the progression of a motion (Rule of Eight). Write a "1" before the first step, a "2" before the second step and so on.

_____ The assembly debates and/or amends the motion.

_____ The member proposes the motion.

_____ A member rises and addresses the presiding officer.

_____ The result of the vote is announced.

_____ The presiding officer states the motion.

_____ The member is recognized.

_____ The presiding officer take the vote.

_____ Another member seconds the motion without rising or addressing the chair.

May be photocopied for student use.

OBJECTIVE 8 **State the purpose of a motion to amend.** Write your answer in the blanks provided.

____

____

OBJECTIVE 9 **List ways to amend a motion.** Write your answers in the blanks provided.

- ____
- ____
- ____

OBJECTIVE 10 **Select from a list the duties of a chapter president.** Write an "X" in the blank before each correct answer.

_____ 1. Appoint committees

_____ 2. Decide the order of speakers

_____ 3. Vote on all motions introduced

_____ 4. Enforce good decorum in debate

_____ 5. Influence a vote by giving own opinion

_____ 6. Second motions

_____ 7. Decide on points of order

_____ 8. Restrain speakers within the limits of the rules

_____ 9. Favor friends and senior members

_____ 10. Remain impartial

_____ 11. Avoid influencing a vote by commenting on a motion

May be photocopied for student use.

OBJECTIVE 11 **List the desired characteristics of a chapter parliamentary procedure team member.** Write your answers in the space provided.

- ____
- ____
- ____
- ____
- ____
- ____
- ____
- ____

OBJECTIVE 12 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 13 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 14 **Evaluated on Assignment Sheet 3.**

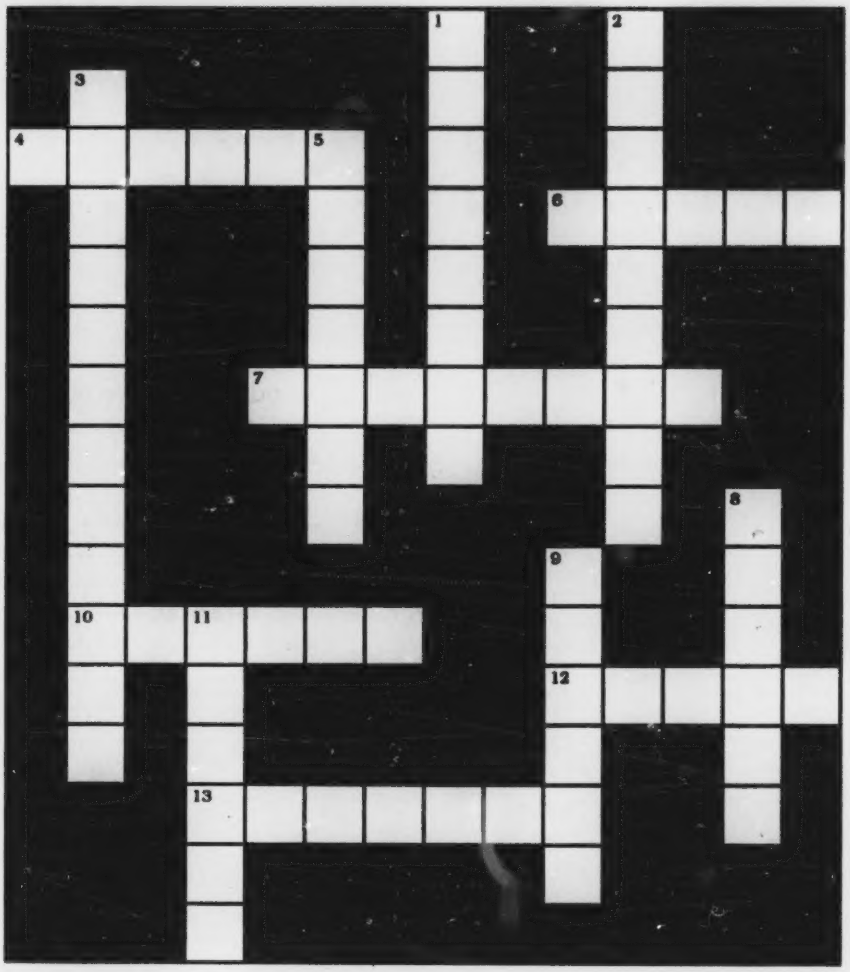
OBJECTIVE 15 **Evaluated on Assignment Sheet 4.**

May be photocopied for student use.

HANDOUT

Parliamentary Procedure Crossword Puzzle

Fill in the puzzle using the clues on the following page.



May be photocopied for student use.

Crossword Puzzle Clues

ACROSS

4. The number of members needed to be present to legally transact business

6. To change or alter formally

7. Less than half

10. Formal discussion of a motion

12. The presiding officer of the meeting

13. To close the meeting officially

DOWN

1. A demand by a single member that the vote be retaken by rising

2. A small group of people designated to perform a specific function

3. Set of rules for conducting a meeting in an organized and efficient manner

5. A single official gathering of a society's members to transact business

8. A proposal for action

9. Another member agrees that the motion should come before the assembly

11. The document that contains an organization's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows

Answers to the crossword puzzle

							1 D			2 C			
	3 R						I			O			
4 Q	U	O	R	U	5 M		V			M			
	L				E		I		6 A	M	E	N	D
	E				E		S			I			
	S				T		I			T			
	O			7 M	I	N	O	R	I	T	Y		
	F				N		N			E			
	O				G					E		8 M	
	R								9 S			O	
	10 D	E	11 B	A	T	E			E			T	
	E		Y						12 C	H	A	I	R
	R		L						O			O	
			13 A	D	J	O	U	R	N			N	
			W						D				
			S										

May be photocopied for student use.

LAP SHEET

GIVING PRESENTATIONS

B3

Name ______________________________

Check the blank as you complete each step.

1. **Take**	____	the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. **Read**	____	the introduction, unit objective, and specific objectives.
3. **Do**	____	the focus assignments.
4. **Stop**	____	and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.
5. **Study**	____	the Information Sheet, objective 1.
Optional: Listen	____	as your instructor explains the difference between hearing a speaker and really listening to a speaker.
Optional: Listen	____	as your instructor explains the difference between talking and speaking.
Optional: Listen	____	as your instructor explains the reasons for giving speeches.
Optional: Participate	____	in a discussion about the types of speeches that would fit under the topics of inform, persuade, and integrate.
6. **Study**	____	the Information Sheet, objective 2.
Optional: Discuss	____	with your instructor the different types of presentations and their purposes.
7. **Study**	____	the Information Sheet, objective 3.

May be photocopied for student use.

8. **Ask** _____ your instructor to tell you about why knowing your audience is one of the most important aspects of an effective speech.

Optional: List _____ the types of situations that would be most effective for each type of presentation.

9. **Study** _____ the Information Sheet, objective 4.

Optional: Discuss _____ with your instructor the importance of following an order of steps in writing a speech.

Optional: Discuss _____ with your instructor the information needed to write a speech.

10. **Study** _____ the Information Sheet, objective 5.

Optional: Ask _____ your instructor to show you the various trade magazines and journals available. Listen as your instructor explains the tasks associated with researching a topic.

Optional: Visit _____ a library to research a topic for a speech.

Optional: Watch _____ as your instructor shows you how to use the *Reader's Guide to Periodical Literature.*

11. **Study** _____ the Information Sheet, objective 6.

12. **Discuss** _____ with your instructor the meaning of plagiarism and how it affects a writer's income.

Optional: Listen _____ as your instructor explains how using quotations and statistics can help a speaker make a point.

Optional: Ask _____ your instructor about copyrights and copyright laws.

13. **Study** _____ the Information Sheet, objective 7.

14. **Ask** _____ your instructor to show you the transparencies showing the types of outlines.

Optional: Ask _____ your instructor about outlining as a basic skill used as a framework for all forms of communication.

May be photocopied for student use.

15. Study	____	the Information Sheet, objective 8.
Optional: Invite	____	a person from a local college or a local Toastmaster's Club to talk to you about giving speeches.
Optional: Discuss	____	with your instructor the proper way to deliver a speech. Ask for suggestions on using gestures and giving meaning to a speech.
16. Study	____	the Information Sheet, objective 9.
Optional: Ask	____	your instructor about being nervous while giving a speech.
Optional: Watch	____	a demonstration of breathing and relaxation exercises to help ease nervousness.
Optional: Collect	____	pictures from magazines to show different gestures.
Optional: Watch	____	television commercials one evening. Take notes on them and write a report about how the commercials use gestures to convey messages.
17. Study	____	the Information Sheet, objective 10.
Optional: Discuss	____	with your instructor the factors to consider when listening to and evaluating a speech.
Optional: Ask	____	your instructor how evaluating someone else's speech will assist in evaluating the quality of your own speech.
18. Study	____	the Information Sheet, objective 11.
Optional: Discuss	____	with your instructor or classmate the organizations where you could practice giving a speech.
Optional: Contact	____	an organization and offer to give a speech for their meeting.

May be photocopied for student use.

19. **Study** _____ the Information Sheet, objective 12.

Optional: Visit _____ an awards ceremony of another organization to observe. Critique their speeches or presentations for your class.

Optional: Present _____ a welcoming address to your class.

Optional: Give _____ an introduction of the student next to you in class.

Optional: Practice _____ making an award presentation with your instructor.

20. **Do** _____ Assignment Sheet 1.

21. **Stop** _____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

22. **Do** _____ Assignment Sheet 2.

23. **Stop** _____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

24. **Do** _____ Assignment Sheet 3.

25. **Stop** _____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

26. **Do** _____ Assignment Sheet 4.

27. **Stop** _____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

28. **Do** _____ Assignment Sheet 5.

29. **Stop** _____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

30. **Do** ____ Assignment Sheet 6.

31. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

32. **Do** ____ Assignment Sheet 7.

33. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

34. **Do** ____ Assignment Sheet 8.

35. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

36. **Do** ____ Assignment Sheet 9.

37. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

38. **Do** ____ Assignment Sheet 10.

39. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

40. **Take** ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

Principal Parts of an Outline

I. INTRODUCTION:

Attracts the attention of the audience and prepares them for what they will hear

II. BODY:

Develops the main idea; carries the main points, subdivisions, and supporting details of your message

III. CONCLUSION:

Summarizes, reviews, urges action; drives home your central idea

May be photocopied for student use.

Topical Outline Style

TITLE

Disease Cures

I. **INTRODUCTION**

Importance of research

II. **BODY**

A. **First main point**
Identification of cause of disease

1. Subpoint 1
2. Subpoint 2

B. **Second main point**
Isolation of disease

1. Subpoint 1
2. Subpoint 2

III. **CONCLUSION**

Possible cure

May be photocopied for student use.

447

Sentence Outline Style

TITLE

Finding Cures for New Diseases

I. **INTRODUCTION**

Research of a new disease is essential to finding a cure.

II. **BODY**

A. **First main point**

The initial research begins with locating the cause of the disease.

1. Subpoint 1
2. Subpoint 2

B. **Second main point**

After finding the cause, the disease is isolated and tested.

1. Subpoint 1
2. Subpoint 2

III. **CONCLUSION**

The result of the testing is a possible cure for the disease.

May be photocopied for student use.

WRITTEN TEST

GIVING PRESENTATIONS

B3

Name ______________________ Date __________ Score ____

OBJECTIVE 1

Define components of communication. Write your answers in the blanks provided.

1. Speaking ______________________________

2. Listening ______________________________

3. Message ______________________________

May be photocopied for student use.

OBJECTIVE 2

Match types of presentations to their correct descriptions. Write the correct letters in the blanks provided.

A. demonstration
B. prepared speech
C. oral report
D. illustrated talk
E. panel discussion
F. extemporaneous speech

____ 1. Presentation covering the facts of a speech, report, or written document

____ 2. Presentation in which three or more individuals discuss a topic from different points of view

____ 3. Presentation illustrating the step-by-step procedure for performing a task or assignment

____ 4. Presentation using visual aids and objects to assist in making a point

____ 5. Formal presentation following a logical sequence

____ 6. Speech given on the spur of the moment with little or no prior preparation

OBJECTIVE 3

Select from a list guidelines for preparing an effective speech. Write an "X" in the blank before each correct answer.

____ 1. Choose an idea that is interesting to the audience.

____ 2. Speak quietly, but quickly, to finish on time.

____ 3. Explain any new ideas or terms related to the subject or topic.

____ 4. Phrase the speech clearly for your audience.

____ 5. Use technical terms.

____ 6. Speak in a flat voice to be clearly understood.

____ 7. Make the presentation clear to yourself.

____ 8. Choose information that is at least one year old.

____ 9. Practice giving your speech.

____ 10. Choose an idea that is striking, different, or unusual.

May be photocopied for student use.

_____ 11. Give your speech without practicing for a "fresh" presentation.

_____ 12. Choose information that is current and timely.

_____ 13. Know your audience.

OBJECTIVE 4

Arrange in order steps to follow in writing a speech. Write a "1" before the first step, a "2" before the second step and so on.

_____ Record key information.

_____ Develop an outline.

_____ Research available references.

_____ Select a familiar subject.

_____ Type or print the final copy.

_____ Revise the rough draft.

_____ Write a rough draft.

OBJECTIVE 5

List resources to use when gathering information for a speech. List eight resources in the blanks provided.

• ____
____

• ____
____

• ____
____

• ____
____

• ____
____

May be photocopied for student use.

- ____________________
- ____________________
- ____________________

OBJECTIVE 6 **State rules for using quotations and statistics in a speech.** Write your answers in the blanks provided.

- ____________________
- ____________________
- ____________________

OBJECTIVE 7 **Discuss purposes, parts, and types of outlines.** Write your answers in the blanks provided.

Purposes

- ____________________
- ____________________
- ____________________
- ____________________

May be photocopied for student use.

Parts

- Introduction ______________________________

  ____

  ____

  ____

- Body ______________________________

  ____

  ____

  ____

- Conclusion ______________________________

  ____

  ____

  ____

Types

- Topical ______________________________

  ____

- Sentence ______________________________

  ____

  ____

OBJECTIVE 8

State ways to practice effective delivery. Write your answers in the blanks provided.

- ______________________________
- ______________________________

May be photocopied for student use.

• ______________________________

• ______________________________

OBJECTIVE 9

Select from a list ways to increase the effectiveness of a speech. Write an "X" in the blank before each correct answer.

____ 1. Maintain eye contact.
____ 2. Stand very still.
____ 3. Use gestures.
____ 4. Maintain good posture.
____ 5. Use technical terms.
____ 6. Use voice control.
____ 7. Always use visuals.
____ 8. Be enthusiastic and confident.
____ 9. Use visuals if they are appropriate.
____ 10. Speak as quickly as possible.
____ 11. Walk around the room.
____ 12. Practice ways to reduce nervousness.
____ 13. Read your notes while speaking.
____ 14. Chew gum while speaking.
____ 15. Recognize that some fear is normal.
____ 16. Be neatly groomed and appropriately dressed.
____ 17. Be prepared.

OBJECTIVE 10

List factors to consider when listening to and evaluating a speech. Write your answers in the blanks provided.

Content of speech (List three factors)

• ______________________________

• ______________________________

• ______________________________

May be photocopied for student use.

Composition of speech (List five factors)

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

Speaker's voice quality (List three factors)

- ____________________
- ____________________
- ____________________

Speakers's stage presence (List three factors)

- ____________________
- ____________________
- ____________________

Speaker's personal appearance (List two factors)

- ____________________
- ____________________

Speaker's power of expression (List four factors)

- ____________________
- ____________________
- ____________________
- ____________________

May be photocopied for student use.

Speaker's response to questions (List three factors)

- ____________________
- ____________________
- ____________________

General effect of the speech (List four factors)

- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 11

List organizations to which you might give a speech. Write ten organizations in the blanks provided.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

May be photocopied for student use.

OBJECTIVE 12

List guidelines for presenting welcoming addresses, introductions, and awards. Write your answers in the blanks provided.

Welcoming addresses

- ____________________
  ____
- ____________________
  ____
- ____________________
  ____

Introductions

- ____________________
  ____
- ____________________
  ____
- ____________________
  ____
- ____________________
  ____
- ____________________
  ____
- ____________________
  ____
- ____________________
  ____

May be photocopied for student use.

Awards

- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
  ____

OBJECTIVE 13	**Evaluated on Assignment Sheet 1.**
OBJECTIVE 14	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 15	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 16	**Evaluated on Assignment Sheet 4.**
OBJECTIVE 17	**Evaluated on Assignment Sheet 5.**
OBJECTIVE 18	**Evaluated on Assignment Sheet 6.**

May be photocopied for student use.

OBJECTIVE 19	**Evaluated on Assignment Sheet 7.**
OBJECTIVE 20	**Evaluated on Assignment Sheet 8.**
OBJECTIVE 21	**Evaluated on Assignment Sheet 9.**
OBJECTIVE 22	**Evaluated on Assignment Sheet 10.**

May be photocopied for student use.

LAP SHEET

ORIENTATION TO FFA RECORD KEEPING

C1

Name ______________________________

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

Optional: Invite ____ a more experienced or former FFA member to talk with you about how the SAE program and record keeping are a starting point for students who wish to receive awards or earn advanced degrees.

Optional: Visit ____ a variety of SAE programs.

Optional: Watch ____ the video *SAE: It's More Thank You Think.*

6. **Study** ____ the Information Sheet, objective 2.

7. **Listen** ____ to your instructor explain the benefits gained from having a Supervised Agricultural Experience Program.

Optional: Invite ____ a more experienced or former FFA member or officer to discuss how they benefitted from their SAE program.

Optional: Conduct ____ a poll of individuals in the community on their opinions related to benefits of their SAE programs.

May be photocopied for student use.

8. Study	____	the Information Sheet, objective 3.
Optional: Visit	____	with former students about how and why they selected their particular SAE programs.
Optional: Invite	____	professional people who attribute their success to their experiences with the FFA, agricultural education, and their SAE program to participate in a panel discussion.
9. Study	____	the Information Sheet, objective 4.
10. Ask	____	your instructor to explain the time frame for your SAE.
Optional: Ask	____	your instructor to show you copies of former students' SAE program plans as examples.
Optional: Participate	____	in a parent/club meeting which explains the SAE program plans.
11. Do	____	Assignment Sheet 1.
12. Stop	____	and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.
13. Do	____	Assignment Sheet 2.
14. Stop	____	and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.
15. Do	____	Assignment Sheet 3.
16. Stop	____	and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

WRITTEN TEST

ORIENTATION TO FFA RECORD KEEPING

C1

Name ______________________ Date __________ Score ___

OBJECTIVE 1

Describe types of Supervised Agricultural Experience Programs. Write your answers in the blanks provided.

- Ownership – ______________________
- Placement – ______________________

OBJECTIVE 2

State reasons for participating in a Supervised Agricultural Experience Program. Write four reasons in the blanks provided.

- ______________________
- ______________________
- ______________________
- ______________________

May be photocopied for student use.

OBJECTIVE 3

Select from a list points to consider when choosing a Supervised Agricultural Experience Program. Write an "X" in the blank before each correct answer.

____ 1. Finances available

____ 2. Relatives' agricultural backgrounds

____ 3. Personal preference of agricultural education instructor

____ 4. Transportation needs and availability

____ 5. Background and knowledge

____ 6. Current feed prices

____ 7. Facilities available

____ 8. Local agricultural education department requirements

____ 9. Personal interest

OBJECTIVE 4

List factors to consider in developing a plan for a long-term Supervised Agricultural Experience Program. Write your answers in the blanks provided.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 5

Evaluated on Assignment Sheet 1.

May be photocopied for student use.

OBJECTIVE 6 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 7 **Evaluated on Assignment Sheet 3.**

May be photocopied for student use.

LAP SHEET

INVENTORIES AND NET WORTH

C2

Name ________________________________

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

6. **Discuss** ____ the reasons why record keeping is essential.

7. **Study** ____ the Information Sheet, objective 2.

Optional: Ask ____ your instructor why beginning inventory information must match that of the previous ending inventory information.

Optional: Invite ____ an agribusiness person to discuss how net worth statements and inventories affect his or her tax-related affairs.

Optional: Ask ____ your instructor which date to use on a first beginning inventory and why.

8. **Study** ____ the Information Sheet, objective 3.

Optional: Ask ____ your instructor to look at sample inventories.

May be photocopied for student use.

Optional: Look ____ at examples of inventories from more experienced or former FFA members' record books.

Optional: Ask ____ your instructor to discuss with you the SAE Programs of former Star Farmers and Star Agribusiness persons from previous state and national conventions.

9. Study ____ the Information Sheet, objective 4.

10. Read ____ newspaper market reports for the market price assets.

Optional: Listen ____ to recorded radio market reports.

Optional: Ask ____ your instructor to tell you about situations that pertain to the SAE Programs of students in the class.

11. Study ____ the Information Sheet, objective 5.

Optional: Ask ____ your instructor to explain the wide variety of units and valuations used to inventory assets.

12. Study ____ the Information Sheet, objective 6.

Optional: Discuss ____ with your instructor the assets owned or expected to be owned by students. Write the correct type of enterprise for each enterprise.

13. Study ____ the Information Sheet, objective 7.

Optional: Participate ____ in a class discussion of the breeding livestock owned or expected to be owned by students. Write the correct inventory category for each.

Optional: Discuss ____ with your instructor examples of situations that may arise in some of the SAE Programs.

14. Study ____ the Information Sheet, objective 8.

Optional: Watch ____ as your instructor demonstrates the steps in a student's net worth statement.

May be photocopied for student use.

Optional: Invite ____ a farmer or agribusiness representative to discuss with you the importance and the uses of a net worth statement in his or her operation. Ask the speaker to emphasize how the net worth statement is used as a tool to help justify borrowing money.

Optional: Ask ____ your instructor to show your sample net worth statements.

15. Do ____ Assignment Sheet 1.

16. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

17. Do ____ Assignment Sheet 2.

18. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

19. Do ____ Assignment Sheet 3.

20. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

21. Do ____ Assignment Sheet 4.

22. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

23. Do ____ Assignment Sheet 5.

24. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

WRITTEN TEST

INVENTORIES AND NET WORTH

C2

Name ______________________ Date ________ Score ___

OBJECTIVE 1

State reasons for keeping inventory records. Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 2

List dates to make beginning inventories. Write your answers in the blanks provided.

- First beginning inventory – ____________________
- Remaining beginning inventories – ____________________

OBJECTIVE 3

Select from a list items to be included in the Supervised Agricultural Experience Program inventory. Write an "X" in the blank before each correct answer.

____ 1. All livestock held primarily for sale

____ 2. Rented pasture land

____ 3. Parent's equipment used in the SAE Program

____ 4. Roping horse used in play days only

May be photocopied for student use.

____ 5. Any nontraditional farm SAE Program items

____ 6. Feed, seed, fuel, fertilizers, and supplies on hand

____ 7. Land legally owned or being purchased by student

____ 8. Growing or standing crops

____ 9. Shotguns and rifles owned by student

____ 10. Equipment owned and used in the SAE Program

____ 11. All livestock held primarily for draft, breeding, dairy, or sperming purposes, whether raised or purchased

OBJECTIVE 4

Match inventory methods of valuation to their correct assets. Write the correct letter in the blanks.

A. cost minus depreciation
B. purchase cost
C. market value
D. production cost

____ 1. The value of an item at the market place, less transportation and marketing charges

____ 2. The value of an item based on expense of production

____ 3. The price at which an item was purchased

____ 4. The value of an item calculated by subtracting depreciation from the cost of the item

OBJECTIVE 5

Match assets to their correct inventory units and valuations. Write the correct letters in the blanks.

A. fuel
B. hay
C. growing horticultural plants not ready for market
D. livestock
E. peanuts, pecans, soybeans
F. growing crops
G. purchased animals for resale
H. small grains
I. cotton
J. fertilizer
K. equipment and machinery
L. feed
M. land

____ 1. Price per bushel

____ 2. Price per ton or price per bale

May be photocopied for student use.

____ 3. Price per ton or price per pound

____ 4. Production costs invested per acre

____ 5. Price per gallon

____ 6. Price per pound or per hundredweight

____ 7. Production costs invested per flat, pot, or individual plant

____ 8. Production costs invested per individual animal

____ 9. Price per item

____ 10. Price per ton or price per bag

____ 11. Price per hundredweight or price per ton

____ 12. Price per pound

____ 13. Price per acre

OBJECTIVE 6

List possible record keeping enterprises. Write ten enterprises in the blanks provided.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

May be photocopied for student use.

OBJECTIVE 7

Match types of breeding stock to their correct rules for listing them on inventory. Write the correct letter in the blanks provided.

A. purchased as immature
B. purchased as mature
C. raised breeding stock

_____ 1. Always inventory at purchase price

_____ 2. On the first inventory, value the animal at purchase price plus all production costs incurred up to the first inventory date. If not mature at the next inventory date, value the animal at the previous inventory value plus production costs incurred for that year.

_____ 3. On the first inventory, value the animal at the conservative market value plus all production costs incurred up to the first inventory date. If not mature at the next inventory date, value the animal at the previous inventory value plus production costs incurred for that year.

OBJECTIVE 8

Arrange in order the steps for completing a net worth statement. Write a "1" in the blank before the first step, a "2" before the second step, and so on.

_____ Enter the total amount of all unpaid SAE Program bills.

_____ Enter the amount of your personal checking account balance as of the date the net worth statement is made.

_____ Transfer the total from the Accounts Payable form in the FFA *Record Book* to the line provided.

_____ List other liabilities in the SAE Program and their descriptions.

_____ Transfer the total from inventory Total Value column to the line provided.

_____ Enter other personal assets and their values.

_____ Total the value of all the assets.

_____ Compute the net worth by subtracting B from A under the beginning or ending column.

May be photocopied for student use

____ Total all liabilities.

____ Enter the amount of your personal savings account balance as of the date the net worth statement is made.

____ Transfer the total from the Accounts Receivable form in the FFA *Record Book* to the line provided.

____ Enter the cash on hand as of the date the net worth statement is made.

OBJECTIVE 9 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 10 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 11 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 12 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 13 **Evaluated on Assignment Sheet 5.**

May be photocopied for student use.

LAP SHEET

RECORD KEEPING TRANSACTIONS

C3

Name ____

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

6. **Ask** ____ your instructor to tell you about the importance of posting and how critical it is to post records at the correct times.

Optional: View ____ examples from record books of more experienced or former FFA members.

Optional: Ask ____ your instructor when regular posting will be done.

Optional: Watch ____ as your instructor demonstrates how to tape or staple a large envelope inside the back cover of the FFA *Record Book* to prevent losing receipts and other papers before posting.

7. **Study** ____ the Information Sheet, objective 2.

May be photocopied for student use.

8. **Listen** ____ as your instructor explains exchange labor terms especially if you may have these types of transactions in your record keeping systems.

Optional: Work ____ additional exchange labor transactions with your instructor.

Optional: Discuss ____ with your instructor instances in which students have used or will use exchange labor transactions.

9. **Study** ____ the Information Sheet, objective 3.

10. **Ask** ____ your instructor to show you the transparency showing procedures for posting transactions.

Optional: Ask ____ your instructor to demonstrate steps in posting exchange labor transactions.

Optional: View ____ a list provided by your instructor of a variety of situations in which you will probably use exchange labor transactions in your record keeping systems.

11. **Study** ____ the Information Sheet, objective 4.

Optional: Listen ____ as your instructor explains enterprise transfer terms especially if you have these types of transactions in your record keeping system.

Optional: Work ____ additional enterprise transfer transactions with your instructor.

Optional: Discuss ____ with your instructor instances in which students have used or will use enterprise transfer transactions.

12. **Study** ____ the Information Sheet, objective 5.

Optional: Ask ____ your instructor to demonstrate steps in posting enterprise transfer transactions.

Optional: View ____ a list provided by your instructor of a variety of situations in which you will probably use enterprise transfer transactions in your record keeping system.

May be photocopied for student use.

13. **Study** ____ the Information Sheet, objective 6.

14. **Ask** ____ your instructor to explain the importance of being realistic when establishing land values.

Optional: Invite ____ an appraiser or auctioneer to tell you about how land values are determined.

Optional: Ask ____ your instructor about the importance of not creating "paper profits" by simply appreciating the value of land.

15. **Study** ____ the Information Sheet, objective 7.

Optional: Ask ____ your instructor about the importance of properly recording gifts as a noncash expense.

Optional: Visit ____ with a tax attorney or tax accountant about the laws governing gift taxes.

16. **Study** ____ the Information Sheet, objective 8.

Optional: Visit ____ with a tax attorney or tax accountant about the laws concerning equipment expense and depreciation.

Optional: Ask ____ your instructor why equipment will continue to show as an expense if records are not kept as suggested in this section of the Information Sheet.

17. **Do** ____ Assignment Sheet 1.

18. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

19. **Do** ____ Assignment Sheet 2.

20. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

21. **Take** ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

TM

Sample Postings

Correct

SALES AND INCOME

Date	Item of Sale and Description	Total Credit	
6-12	Mow and Trim Mr. Green's yard	20	00
10-20	12 crossbred steers - avg. wt.		
	520 lbs @ 70^{00}/per hundred weight	4,368	00
11-30	Exchange labor income for		
	pasture rent from parents	10	00
12-2	400 bu. wheat @ $\$4.^{42}$/bu.	1,768	00

Incorrect

SALES AND INCOME

Date	Item of Sale and Description	Total Credit	
6-12	Mowed lawn	20	00
10-20	Sold crossbred steers	4,368	00
11-30	Money from Mom & Dad	10	00
12-2	wheat sold	1,768	00

May be photocopied for student use.

BEST COPY AVAILABLE

WRITTEN TEST

RECORD KEEPING TRANSACTIONS

C3

Name ______________________ Date __________ Score ____

OBJECTIVE 1

Select from a list correct times to post transactions. Write an "X" in the blank before each correct answer.

____ 1. Weekly or monthly when exchanged labor transaction expenses and income occur

____ 2. At the start of each nine weeks of school

____ 3. Each time a sale or income occurs

____ 4. At the beginning of school each fall only

____ 5. Each time a single expense occurs

____ 6. When gifts are received and posted as an expense

____ 7. When interest payments that have not previously been charged as expenses are made

____ 8. When an enterprise is transferred

____ 9. When a phase of expenses occurs for a particular enterprise

OBJECTIVE 2

Select from a list reasons for exchange labor transactions. Write an "X" in the blank before each correct answer.

____ 1. Student's Supervised Agricultural Experience Program records need to look better.

____ 2. Goods or services used in student's enterprises are difficult to separate from those used in parents' or other party's enterprises.

____ 3. Instead of hiring labor, an exchange labor agreement is made between student and parents or other parties.

May be photocopied for student use.

____ 4. After school and weekend jobs are provided.

____ 5. A student can provide time for labor, but is not able to purchase goods, services, or equipment use.

____ 6. Goods, services, or equipment use is not available for purchase or for hire.

____ 7. Experience is provided in types of work, other than that in student's own Supervised Agricultural Experience Program.

OBJECTIVE 3

Arrange in order the steps for posting an exchange labor transaction. Write a "1" before the first step, a "2" before the second step and so on.

____ Charge the total amount to the appropriate enterprise on the Expenses page.

____ Credit the total amount to the Agribusiness enterprise column on the Sales and Income page.

____ Compute the dollar value of products or services received for the time period involved.

OBJECTIVE 4

Select from a list reasons for enterprise transfers. Write an "X" in the blank before each correct answer.

____ 1. Showing records of individual enterprises

____ 2. Showing unrealistic profits

____ 3. Showing proper credit to an enterprise that otherwise may not have an actual sale or income

____ 4. Analyzing enterprise and making decisions

____ 5. Using more enterprise columns to make Supervised Agricultural Experience Program look better financially

May be photocopied for student use.

OBJECTIVE 5

Arrange in order the steps for posting an enterprise transfer. Write a "1" before the first step, a "2" before the second step and so on.

____ Determine the description and value.

____ Charge the amount to the appropriate enterprise column on the Expenses page.

____ Determine the enterprise that you want to transfer from.

____ Credit the amount to the appropriate enterprise column on the Sales and Income page.

____ Determine the enterprise that you want to transfer to.

OBJECTIVE 6

Select from a list rules for keeping records of land. Write an "X" in the blank before each correct answer.

Land owned

____ 1. Raise land value on each beginning inventory.

____ 2. Inventory at fair market or appraised value land owned prior to entering the agricultural education program.

____ 3. Rent the land to the enterprise using it.

____ 4. Inventory all land that you are helping to farm.

____ 5. Always keep inventory value the same.

____ 6. Enter the land obtained after the first inventory on the Expenses page under the land column at the actual cost or appraised value.

Land rented for cash

____ 1. Put on the first beginning inventory only.

____ 2. Never have a land enterprise column for land you rent from someone.

____ 3. Show as a cash expense to the enterprise using the land.

May be photocopied for student use.

____ 4. Show expenses on parents' or other party's cash rented land that you are helping to care for.

____ 5. Enter cash rented price for land on Sales and Income page under land enterprise.

____ 6. Never put it on the inventory.

Crop-share rented land

____ 1. Never put it on the inventory.

____ 2. Show only the student's share of expenses, and post it in the crop enterprise column on the Expenses page.

____ 3. Always have a land enterprise column for crop-share rented land.

____ 4. Show only the student's share of income, and post it in the crop enterprise column on the Sales and Income page.

____ 5. Never have a land enterprise column for crop-share rented land.

____ 6. combine the value of land with the value of the crop.

OBJECTIVE 7

State rules for recording in the FFA *Record Book* gifts to the Supervised Agricultural Experience Program. Write your answer in the blanks provided.

- ____
  ____
- ____
  ____
- ____
  ____

May be photocopied for student use.

OBJECTIVE 8 **Select from a list rules for keeping records of equipment use.** Write an "X" in the blank before each correct answer.

_____ 1. Record total value of equipment each time it is used.

_____ 2. Record the depreciable machinery and equipment under a separate column if the item might be used by more than one enterprise.

_____ 3. Keep all equipment under the same enterprise column and never record the full value.

_____ 4. Rent equipment at a fair custom rate to the enterprise using it.

OBJECTIVE 9 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 10 **Evaluated on Assignment Sheet 2.**

May be photocopied for student use.

LAP
SHEET

DEPRECIATION

C4

Name ______________________________

Check the blank as you complete each step.

1. Take	____	the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. Read	____	the introduction, unit objective, and specific objectives.
3. Do	____	the focus assignments.
4. Stop	____	and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.
5. Study	____	the Information Sheet, objective 1.
Optional: Invite	____	a local agricultural business person or farm equipment dealer to discuss with you depreciation and reasons why it is good to keep or sell at a certain point.
Optional: Discuss	____	with your instructor any questions you may have about the reasons for depreciating assets.
6. Study	____	the Information Sheet, objective 2.
Optional: Ask	____	your instructor to show you examples which illustrate each major cause of depreciation. List examples in their correct categories.
7. Discuss	____	with your instructor what you think causes assets to go down in value. Also ask about how assets go down in value.

May be photocopied for student use.

8. Study ____ the Information Sheet, objective 3.

Optional:
List ____ types of assets that you think should be depreciated in an SAE Program. Follow up listing activity by estimating the actual cost, salvage values, and productive life for each asset.

Optional:
Invite ____ an income tax attorney or accountant to tell you about all methods of computing depreciation. You should also ask for an explanation of the benefits and problems with each.

Optional:
Ask ____ your instructor to explain how to calculate depreciation using the straight-line method.

Optional:
Practice ____ computing skills before completing the Assignment Sheet.

9. Study ____ the Information Sheet, objective 4.

Optional:
Invite ____ an income tax attorney or accountant to tell you what can and cannot legally be depreciated and why.

Optional:
Ask ____ your instructor to explain why the listed assets are nondepreciable.

10. Study ____ the Information Sheet, objective 5.

11. Listen ____ as your instructor explains about how some capital assets may appreciate in value, but that they are depreciated for tax deduction and management purposes. Ask why, for purposes of providing records to lending institutions, the appreciated value may be referred to rather than the depreciated value.

12. Study ____ the Information Sheet, objective 6.

Optional:
Discuss ____ with an equipment dealer or building contractor the useful life of equipment and buildings.

13. Study ____ the Information Sheet, objective 7.

Optional:
Discuss ____ with your instructor whether you have a larger program. Work with the instructor and your parents to set up the appropriate assets on the depreciation schedule.

May be photocopied for student use.

Optional:
Ask ____ your instructor for one-on-one help with this phase of record keeping.

14. Do ____ the Assignment Sheet.

15. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

16. Take ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use. 434

WRITTEN TEST

DEPRECIATION

C4

Name ______________________ Date __________ Score ____

OBJECTIVE 1

Select from a list reasons for depreciating an asset. Write an "X" in the blank before each correct answer.

____ 1. Increasing net worth

____ 2. Estimating current value

____ 3. Making inventory look better

____ 4. Comparing enterprises

____ 5. Estimating the average yearly noncash expense

____ 6. Adjusting taxable income

____ 7. Speeding up record keeping

OBJECTIVE 2

List the major causes of depreciation. Write your answers in the blanks provided.

- ____
- ____
- ____

OBJECTIVE 3

State how to calculate straight-line depreciation. Write your answer in the blanks provided.

____

____

____

May be photocopied for student use.

OBJECTIVE 4

State the rule for determining which assets to set up on a depreciation schedule. Write your answer in the blanks provided.

____

____

____

OBJECTIVE 5

Distinguish between depreciable and nondepreciable assets. Write a "D" before the depreciable assets and an "N" before the nondepreciable assets.

____ 1. Land and conservation improvements to land

____ 2. Fences

____ 3. Personal residences

____ 4. Personal cars, pickups, or motorcycles of which less than half of the mileage is used directly in the SAE Program

____ 5. Tractors, implements, machinery, and equipment

____ 6. Feed, fuel, fertilizer and consumable supplies

____ 7. Items purchased for resale

____ 8. Barns and buildings

____ 9. Vehicles of which more than half of the mileage is used directly in the SAE Program

____ 10. Water systems

____ 11. Purchased or raised breeding animals

____ 12. Overhauls or major repairs that extend the life of an asset

May be photocopied for student use.

OBJECTIVE 6

Match assets to their suggested allowed years of depreciation. Write the correct letter in the blanks provided. Some letters may be used more than once.

A. twenty years
B. actual expected productive life
C. three years
D. five years
E. seven years

_____ 1. Vehicles

_____ 2. Cattle

_____ 3. Tractors and implements

_____ 4. Sheep

_____ 5. Barns and buildings

_____ 6. Other assets

_____ 7. Fences

_____ 8. Swine

OBJECTIVE 7

Arrange in order the steps for handling depreciable assets in the FFA *Record Book*. Write a "1" before the first step, a "2" before the second step and so on.

_____ Record the necessary information on the Depreciation Schedule in the FFA *Record Book*.

_____ On the date the item is acquired, record the cost of the item on the Expenses page under the appropriate enterprise column.

_____ Record the necessary information in the Depreciation Schedule in the new book.

_____ Record the Ending of Year Balance figure on the ending inventory as the value of the item on that date, according to the depreciation schedule.

_____ Compute the annual depreciation to be taken

_____ Record in the new book as beginning inventory value for the item the exact ending inventory value from the previous book.

May be photocopied for student use.

OBJECTIVE 8 **Evaluated on the Assignment Sheet.**

May be photocopied for student use.

LAP SHEET

CLOSING RECORDS

C5

Name ______________________________

Check the blank as you complete each step.

1. Take	____	the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. Read	____	the introduction, unit objective, and specific objectives.
3. Do	____	the focus assignments.
4. Stop	____	and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.
5. Study	____	the Information Sheet, objective 1.
Optional: Talk	____	to your instructor about the importance of writing thorough descriptions of the asset items on the inventory.
Optional: Ask	____	your instructor to explain why the horizontal totals of the enterprise columns must equal the amount of the Total Value column.
6. Study	____	the Information Sheet, objective 2.
Optional: Talk	____	to your instructor about the importance of making any necessary transfers.
Optional: Ask	____	your instructor to explain why the horizontal totals of the enterprise columns must equal the amount of the Total column.

May be photocopied for student use.

7. Study	____	the Information Sheet, objective 3.
Optional: Ask	____	your instructor to explain why proper calculations are necessary in order to see the scope of the SAE Program.
8. Study	____	the Information Sheet, objective 4.
Optional: Watch	____	as your instructor demonstrates the steps for completing the Summary page.
Optional: Ask	____	your instructor to explain the importance of the sequence of steps.
Optional: Ask	____	your instructor about the importance of mathematical accuracy. Use a calculator to double check totals.
9. Study	____	the Information Sheet, objective 5.
Optional: Watch	____	as your instructor demonstrates the steps for completing the Net Worth Statement page.
Optional: Ask	____	your instructor to explain the importance of the sequence of steps.
Optional: Ask	____	your instructor about the importance of mathematical accuracy. Use a calculator to double check totals.
10. Study	____	the Information Sheet, objective 6.
Optional: Watch	____	as your instructor demonstrates the steps for completing the Financial Analysis page.
Optional: Ask	____	your instructor to explain the importance of the sequence of steps.
Optional: Ask	____	your instructor about the importance of mathematical accuracy. Use a calculator to double check totals.

May be photocopied for student use.

11. **Study** ____ the Information Sheet, objective 7.

Optional: Ask ____ your instructor about importance of accuracy when transferring information and numbers. Ask how a quick double check can be done by making all the calculations again after the information is transferred.

12. **Do** ____ the Assignment Sheet.

13. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

14. **Take** ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

WRITTEN TEST

CLOSING RECORDS

C5

Name ______________________ Date _________ Score ____

OBJECTIVE 1

Arrange in order steps for completing an ending inventory. Write a "1" before the first step, a "2" before the second step and so on.

____ Label the enterprise columns to match those in the rest of the book.

____ Value the assets using the same procedures as those used in the beginning inventory.

____ Total all columns.

____ Fill out the date line.

OBJECTIVE 2

Arrange in order steps for totaling Sales and Income pages and Expense pages. Write a "1" before the first step, a "2" before the second step and so on.

____ Total all Sales and Income columns.

____ Total all Expense columns.

____ Transfer to the Sales and Income page the total, by enterprise, of all exhibition record income.

____ Post the prize money for each enterprise under the appropriate enterprise column.

May be photocopied for student use. 492

OBJECTIVE 3

State the formulas for calculating total head owned or acres harvested during the year. Write your answers in the blanks provided.

- Livestock

____

____

____

- Acreage

____

____

____

OBJECTIVE 4

Arrange in order steps for completing the FFA *Record Book* Summary pages. Write a "1" before the first step, a "2" before the second step and so on.

_____ Label enterprise column names from left to right exactly as they are from left to right in the rest of the FFA *Record Book*.

_____ Transfer Sales and Income column totals to the appropriate income line for each enterprise on the Earnings Summary page.

_____ Transfer Expense page column totals to the appropriate income line for each enterprise on the Earnings Summary page.

_____ Calculate net cash income on the Earnings Summary page by subtracting the expenses from the income.

_____ Transfer beginning inventory values for each enterprise column on the Beginning Inventory page to the appropriate line on the Earnings Summary page.

_____ Transfer ending inventory values for each enterprise column from Ending Inventory page to appropriate line on the Earnings Summary page.

May be photocopied for student use.

____ Calculate the inventory difference on the Earnings Summary page by subtracting the beginning inventory from the ending inventory.

____ Calculate the net profit or loss by adding the inventory difference and net cash income on the Earnings Summary page.

OBJECTIVE 5

State the steps for completing the Net Worth Statement (Balance Sheet) page. Write your answers in the blanks provided.

1. ____

____

____

2. ____

____

____

OBJECTIVE 6

Arrange in order steps for completing the Financial Analysis page. Write a "1" before the first step, a "2" before the second step and so on.

____ Compute the Total Dollars Available by adding the beginning balances, ownership income, wage-earning income, nonagricultural income, gifts and income other than earnings, and loans taken out during current year.

____ Compute the Difference by subtracting the Total Dollars Spent from the Total Dollars Available.

____ Complete beginning balances by adding cash on hand, checking account, savings account figures from the Beginning Student's Net Worth Statement.

____ Record the amount of new loans received during the current year.

____ Compute the Total Dollars Spent by adding ending balances, ownership expenses, wage-earning expenses, loan payments made, and gifts and donations made by student.

May be photocopied for student use.

____ Transfer total ownership income figure from the Sales and Income page to the Financial Analysis page.

____ Transfer the total of Gifts and Income Other than Earnings to the Financial Analysis page.

____ Transfer the total Gifts and Donations made by student figure to the Financial Analysis page.

____ Transfer total Wage-Earning Income figure to the Financial Analysis page.

____ Transfer the total of Earnings from Nonagricultural Activities to the Financial Analysis page.

____ Record the amount of loan payments made during the current year to the Financial Analysis page.

____ Complete the ending balances by adding cash on hand, checking account, and savings account figures from ending net worth statement.

____ Transfer total Wage-Earning Expense figure to the Financial Analysis page.

____ Transfer total ownership expense figure from the Expenses page to the Financial Analysis page.

OBJECTIVE 7

Arrange in order steps for starting a new FFA *Record Book*. Write a "1" before the first step, a "2" before the second step and so on.

____ Transfer the depreciation schedule information to the new FFA *Record Book*.

____ Transfer the exact ending inventory information from the previous book to the new beginning inventory.

____ Fill out the agreement.

____ Transfer into the new FFA *Record Book* breeding record information for those animals that are still pregnant.

____ Fill out the accounts payable and receivable if they have not been closed out.

May be photocopied for student use.

_____ Label the enterprise columns throughout the new book to match those in the previous book.

_____ Transfer the exact ending net worth information from the previous book to the new beginning net worth.

_____ Fill out the Student's Plan for a Long-Term Supervised Agricultural Experience Program.

_____ Fill out the front cover.

OBJECTIVE 8 **Evaluated on the Assignment Sheet.**

May be photocopied for student use.

LAP
SHEET

THE LIVESTOCK INDUSTRY

D1

Name ______________________________

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

Optional: Ask ____ your instructor about the different groups or organizations that affect a livestock product before it reaches the consumer's table.

6. **Study** ____ the Information Sheet, objective 2.

7. **Ask** ____ your instructor to discuss the livestock industry's contribution to the Oklahoma economy.

Optional: Ask ____ your instructor to show you examples of weights used for feeder, stocker, and slaughter cattle.

8. **Study** ____ the Information Sheet, objective 3.

9. **Ask** ____ your instructor to show you the transparencies illustrating animal production by state.

10. **Ask** ____ your instructor to discuss Oklahoma's rankings as a livestock producer.

May be photocopied for student use.

11. **Study** ____ the Information Sheet, objective 4.

12. **Ask** ____ your instructor to discuss why Texas is the leading cattle producing state.

Optional:
Collect ____ current market prices for each type of livestock commodity from magazines or newspapers. Be prepared to give a written or oral report on your findings.

13. **Study** ____ the Information Sheet, objective 5.

14. **Ask** ____ your instructor to discuss the impact of consumers' eating habits on the agricultural livestock market.

Optional:
Survey ____ your class to determine the amount of beef, pork, dairy products, lamb, and poultry that is consumed daily.

15. **Study** ____ the Information Sheet, objective 6.

16. **Ask** ____ your instructor to show you the transparencies showing the distribution of the consumer's beef dollar.

17. **Ask** ____ your instructor to discuss the correlation between the distribution of the consumer's beef dollar and the time period each group keeps the animal.

Optional:
Ask ____ your instructor to assist you with this illustration. Using one hundred to pennies to represent the consumer's beef dollar, stack the pennies in amounts that depict the information in this objective.

18. **Study** ____ the Information Sheet, objective 7.

Optional:
Visit ____ a local person currently involved in some facet of the livestock industry. Be prepared to report on your visit.

Optional:
Interview ____ a person currently engaged in some facet of the livestock industry. Write a report based on the interview and turn it in to your instructor.

19. **Do** ____ Assignment Sheet 1.

20. **Ask** ____ your instructor to demonstrate how to plot a graph.

May be photocopied for student use.

21. **Stop** _____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

22. **Do** _____ Assignment Sheet 2.

23. **Stop** _____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

24. **Do** _____ Assignment Sheet 3.

25. **Ask** _____ your instructor to work a sample percentage problem with you.

26. **Stop** _____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

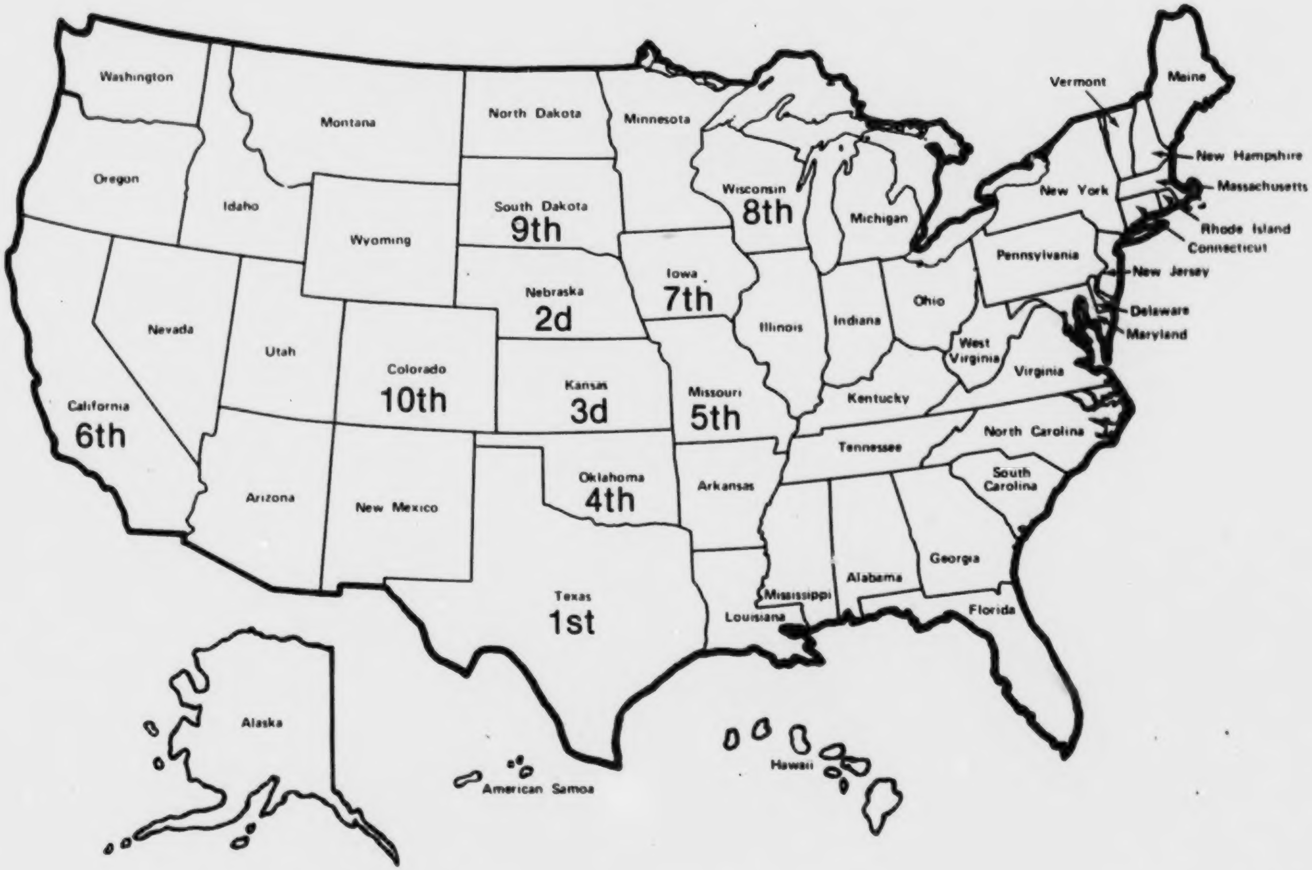
27. **Do** _____ Assignment Sheet 4.

28. **Stop** _____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

29. **Take** _____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

Leading Beef Cattle Producing States (1992)



Washington
Montana
North Dakota
Minnesota
Vermont
Maine
Oregon
Idaho
Wyoming
South Dakota
9th
Wisconsin
8th
Michigan
New York
New Hampshire
Massachusetts
Rhode Island
Connecticut
Pennsylvania
New Jersey
Nevada
Utah
Colorado
10th
Nebraska
2d
Iowa
7th
Illinois
Indiana
Ohio
West Virginia
Virginia
Delaware
Maryland
California
6th
Kansas
3d
Missouri
5th
Kentucky
North Carolina
Tennessee
Arizona
New Mexico
Oklahoma
4th
Arkansas
South Carolina
Georgia
Alabama
Mississippi
Louisiana
Texas
1st
Florida
Alaska
American Samoa
Hawaii

May be photocopied for student use.

INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 1 - CIMC - D1 - 1

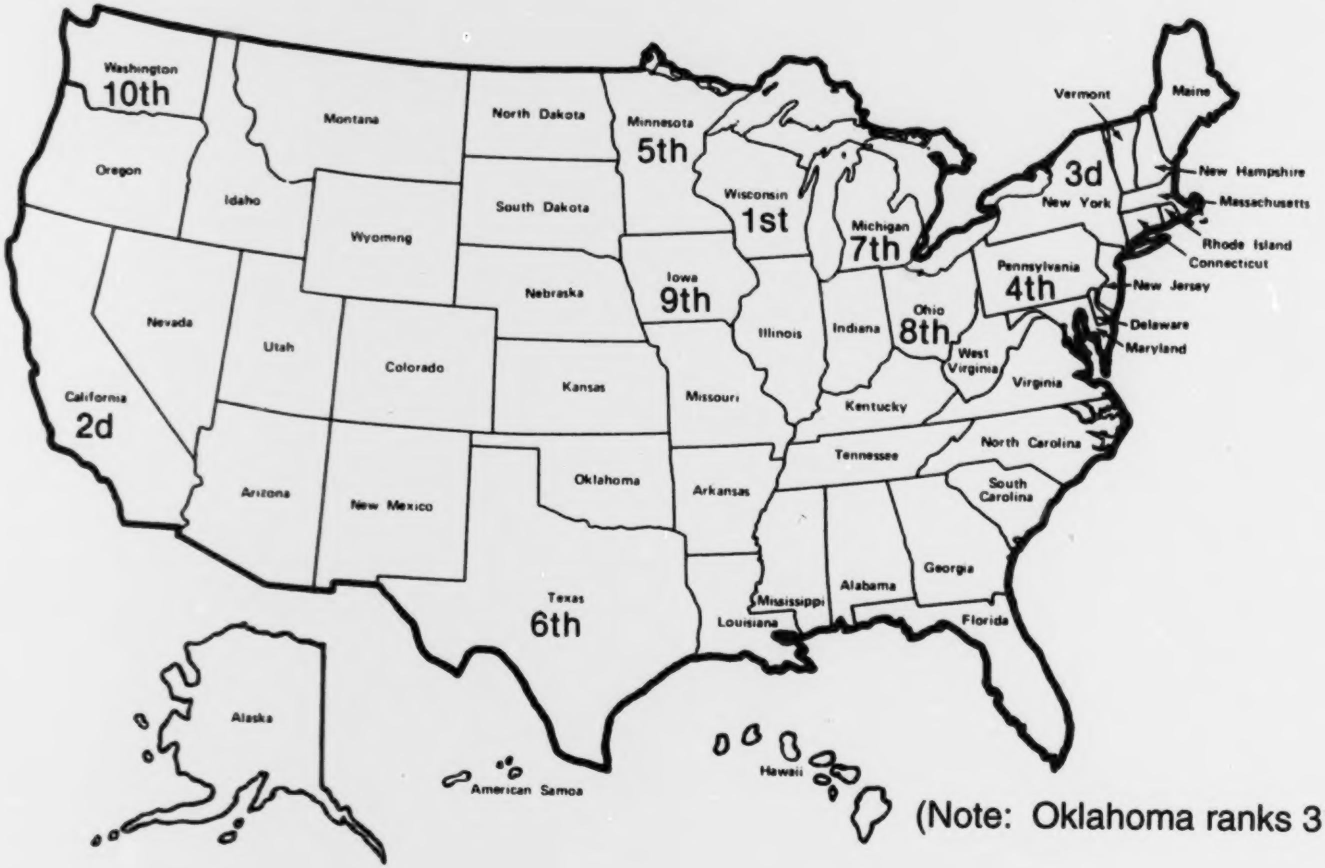
TM 1

BEST COPY AVAILABLE

INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 2 - CIMC - D1 - 1

May be photocopied for student use.

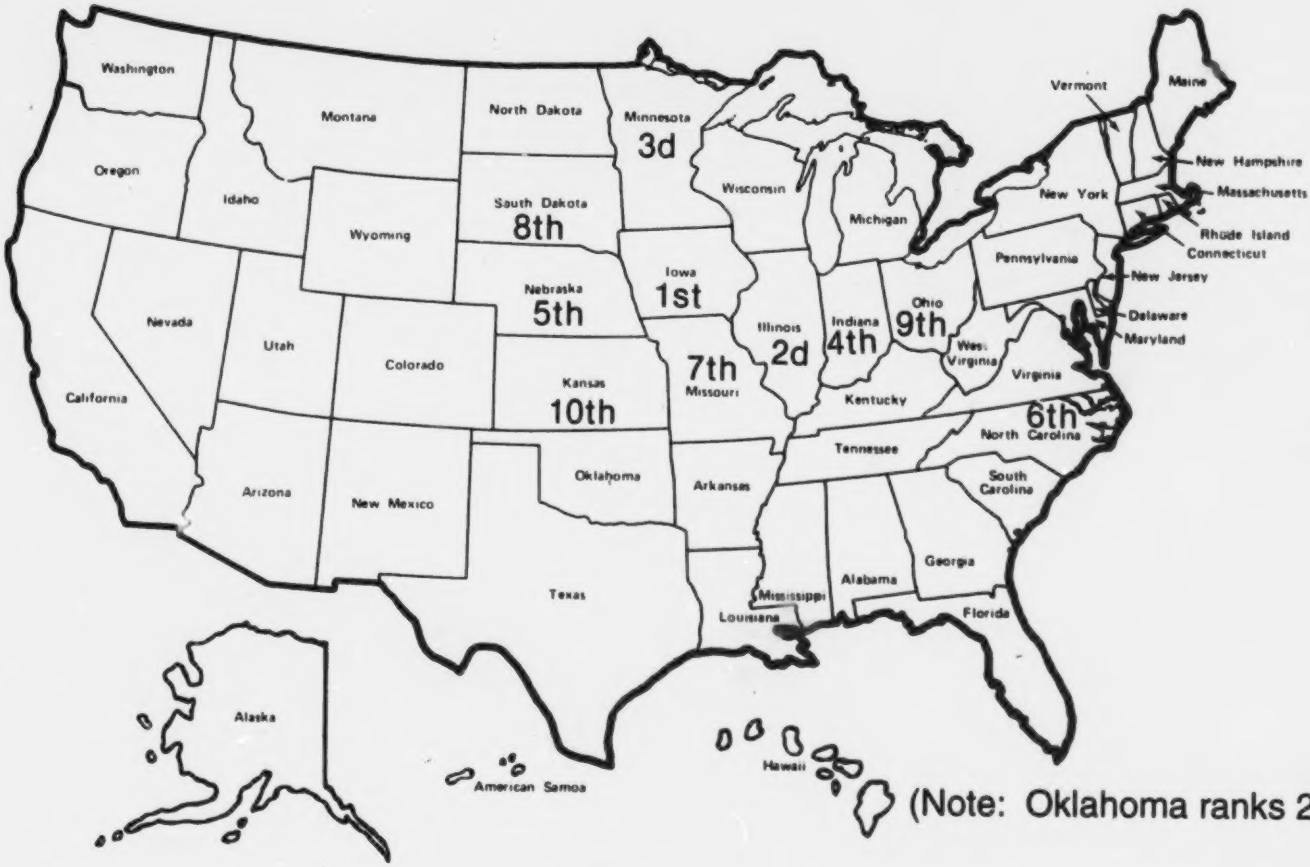
Leading Dairy Cattle Producing States (1991)


Washington
10th
Oregon
California
2d
Idaho
Nevada
Montana
Wyoming
Utah
Arizona
Colorado
New Mexico
North Dakota
South Dakota
Nebraska
Kansas
Oklahoma
Texas
6th
Minnesota
5th
Iowa
9th
Missouri
Arkansas
Louisiana
Wisconsin
1st
Illinois
Michigan
7th
Indiana
Ohio
8th
Kentucky
Tennessee
Mississippi
Alabama
Georgia
Florida
South Carolina
North Carolina
Virginia
West Virginia
Pennsylvania
4th
New York
3d
Vermont
Maine
New Hampshire
Massachusetts
Rhode Island
Connecticut
New Jersey
Delaware
Maryland
Alaska
American Samoa
Hawaii

(Note: Oklahoma ranks 31st)

BEST COPY AVAILABLE

Leading Swine Producing States (1991)


Washington
Oregon
California
Idaho
Nevada
Montana
Wyoming
Utah
Arizona
Colorado
New Mexico
North Dakota
Minnesota
3d
South Dakota
8th
Nebraska
5th
Kansas
10th
Oklahoma
Texas
Iowa
1st
Missouri
7th
Arkansas
Louisiana
Wisconsin
Illinois
2d
Michigan
Indiana
4th
Ohio
9th
Kentucky
Tennessee
Mississippi
Alabama
Georgia
Florida
South Carolina
North Carolina
6th
Virginia
West Virginia
Pennsylvania
New York
Vermont
Maine
New Hampshire
Massachusetts
Rhode Island
Connecticut
New Jersey
Delaware
Maryland
Alaska
American Samoa
Hawaii

(Note: Oklahoma ranks 24th)

May be photocopied for student use.

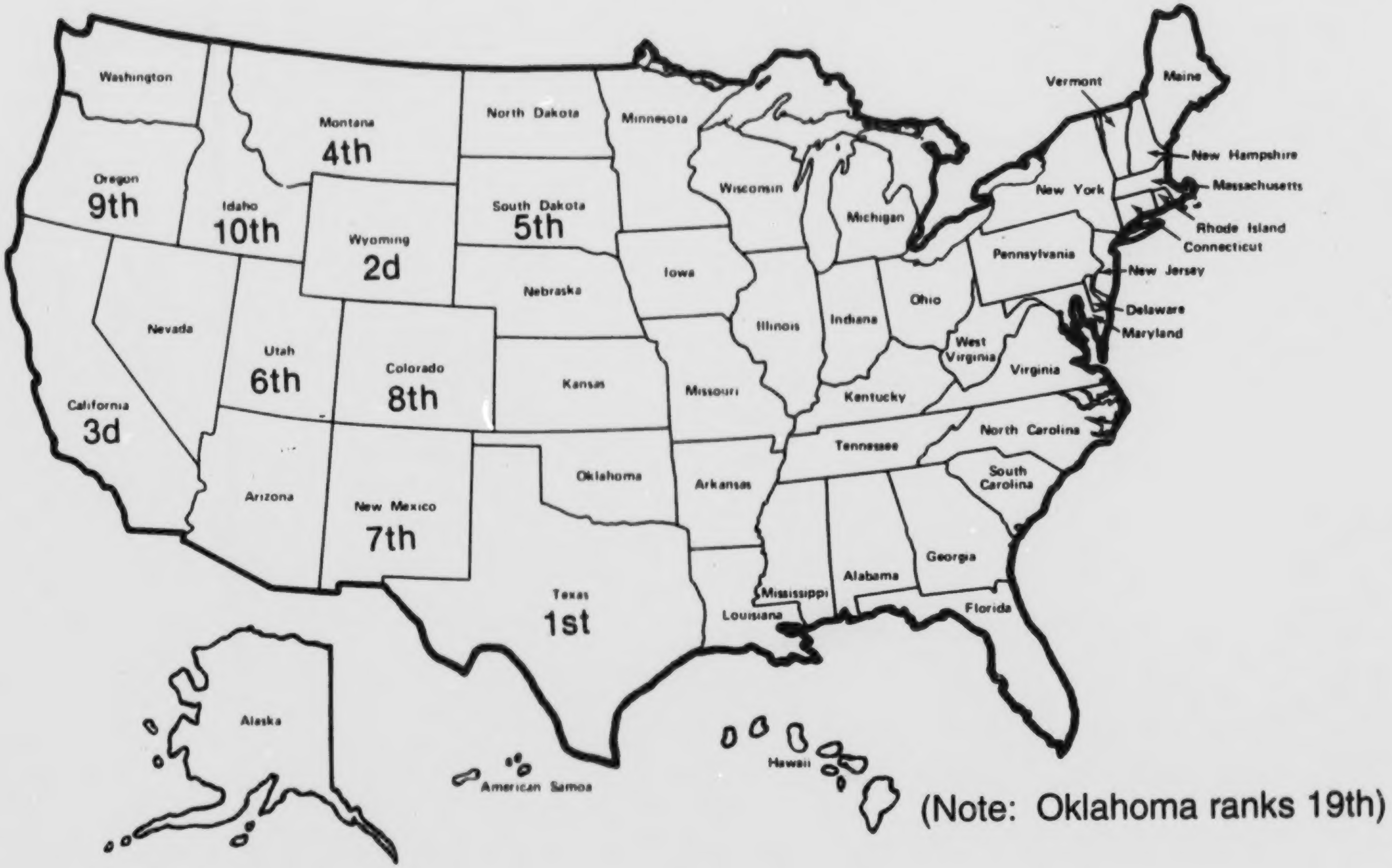
INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 3 - CIMC - D1 - 1

BEST COPY AVAILABLE

INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 4 - CIMC - D1 - 1

May be photocopied for student use.

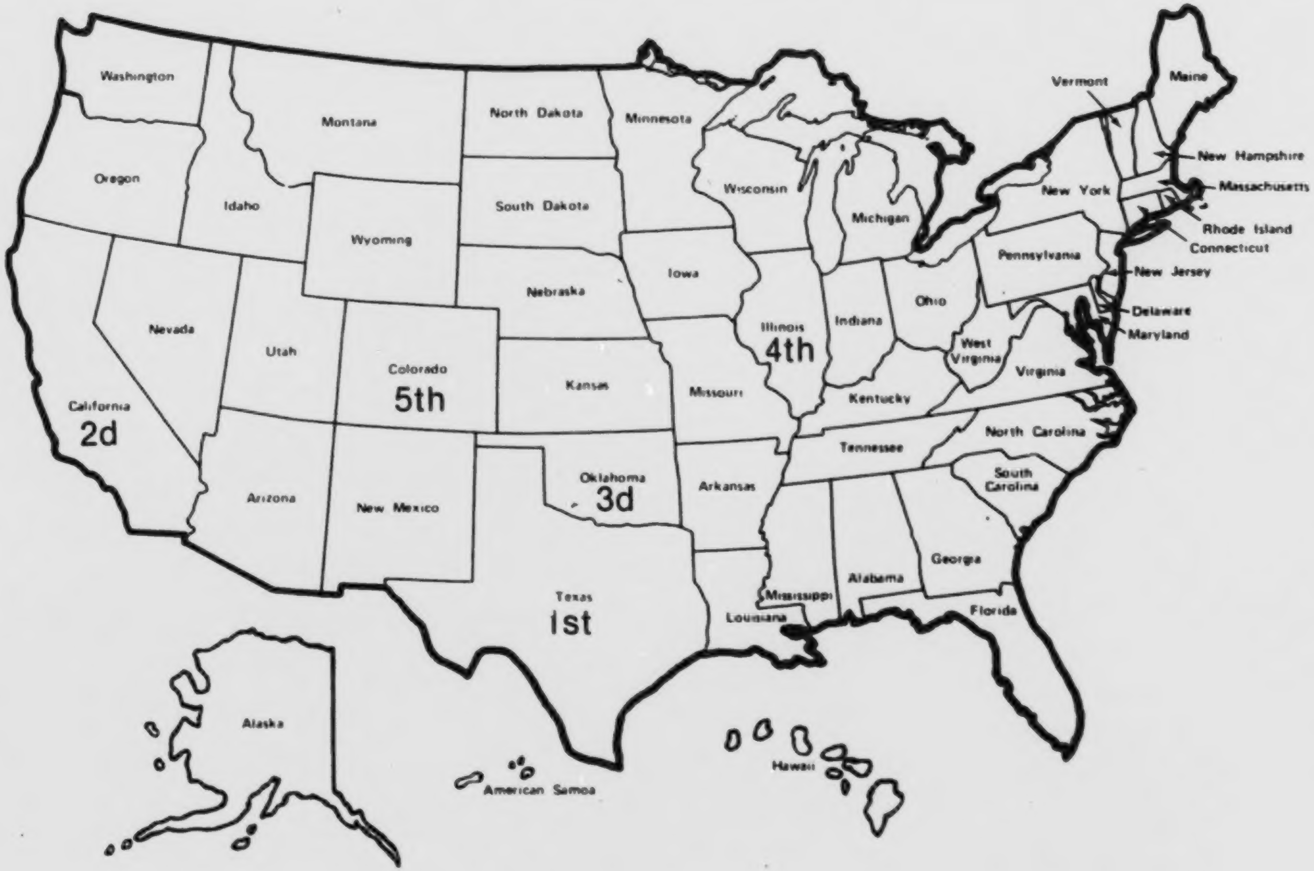
Leading Sheep Producing States (1992)


Washington
Oregon 9th
California 3d
Idaho 10th
Nevada
Montana 4th
Wyoming 2d
Utah 6th
Arizona
Colorado 8th
New Mexico 7th
North Dakota
South Dakota 5th
Nebraska
Kansas
Oklahoma
Texas 1st
Minnesota
Iowa
Missouri
Arkansas
Louisiana
Wisconsin
Illinois
Michigan
Indiana
Ohio
Kentucky
Tennessee
Mississippi
Alabama
Georgia
Florida
South Carolina
North Carolina
Virginia
West Virginia
Pennsylvania
New York
Vermont
Maine
New Hampshire
Massachusetts
Rhode Island
Connecticut
New Jersey
Delaware
Maryland
Alaska
Hawaii
American Samoa

(Note: Oklahoma ranks 19th)

EST COPY AVAILABL

Leading Horse Producing States (1992)


Washington
Montana
North Dakota
Minnesota
Oregon
Idaho
Wyoming
South Dakota
Wisconsin
Michigan
Vermont
Maine
New Hampshire
Massachusetts
New York
Rhode Island
Connecticut
Pennsylvania
New Jersey
Delaware
Maryland
Iowa
Nebraska
Nevada
Utah
Colorado
5th
Kansas
Missouri
Illinois
4th
Indiana
Ohio
West Virginia
Virginia
Kentucky
California
2d
North Carolina
Tennessee
South Carolina
Arizona
New Mexico
Oklahoma
3d
Arkansas
Georgia
Alabama
Mississippi
Louisiana
Texas
1st
Florida
Alaska
Hawaii
American Samoa

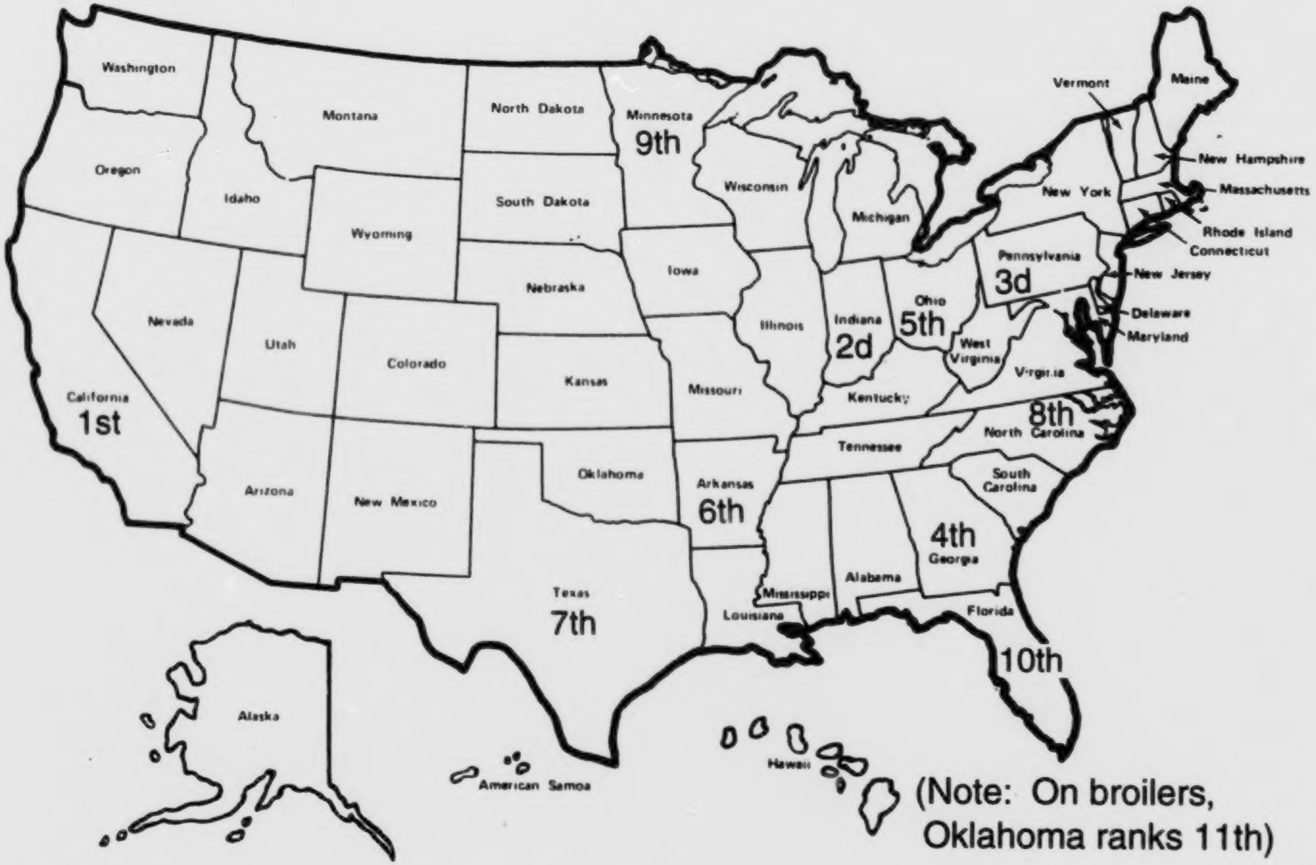
May be photocopied for student use.

INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 5 - CIMC - D1 - 1

TM 5

EST COPY AVAILABL

Leading Poultry Producing States (1991)


Washington
Montana
North Dakota
Minnesota
9th
Oregon
Idaho
Wyoming
South Dakota
Wisconsin
Michigan
New York
Vermont
Maine
New Hampshire
Massachusetts
Rhode Island
Connecticut
Pennsylvania
3d
New Jersey
Delaware
Maryland
Nevada
Utah
Colorado
Nebraska
Iowa
Illinois
Indiana
2d
Ohio
5th
West Virginia
Virginia
California
1st
Kansas
Missouri
Kentucky
8th
North Carolina
Tennessee
Oklahoma
Arkansas
6th
South Carolina
Arizona
New Mexico
4th
Georgia
Alabama
Mississippi
Louisiana
Texas
7th
Florida
10th
Alaska
American Samoa
Hawaii

(Note: On broilers, Oklahoma ranks 11th)

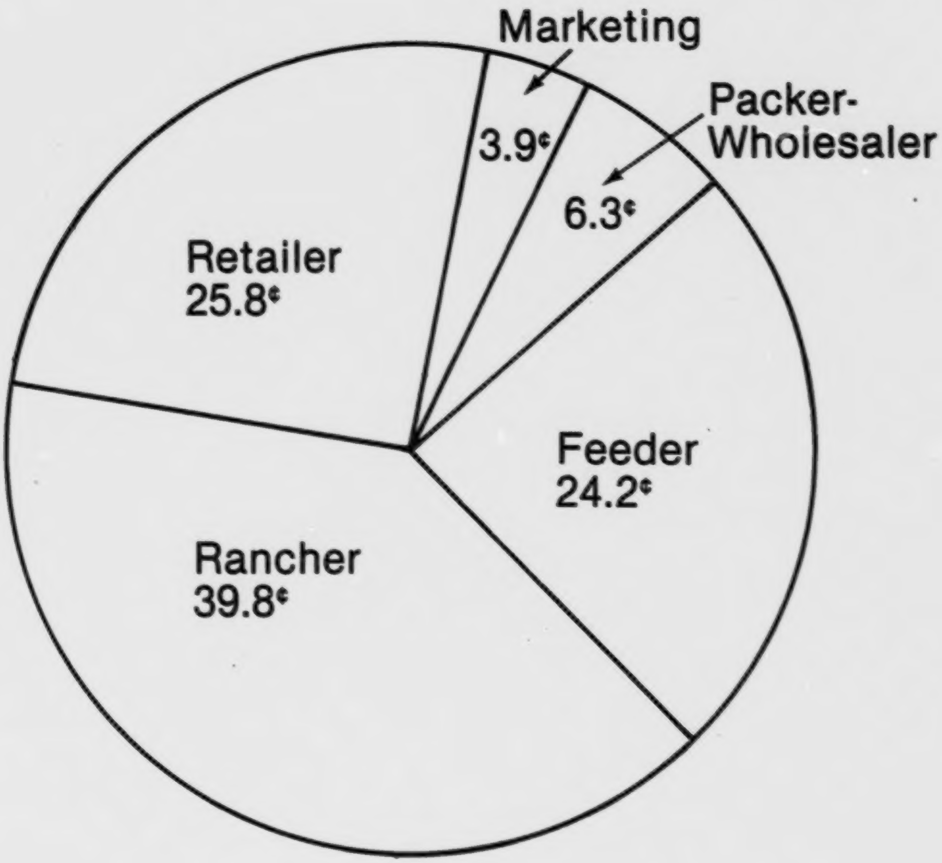
May be photocopied for student use.

INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 6 - CIMC - D1 - 1

TM 6

EST COPY AVAILAB

Distribution of Beef Dollar (1992)



May be photocopied for student use.

WRITTEN TEST

THE LIVESTOCK INDUSTRY

D1

Name ______________________ Date ________ Score ___

OBJECTIVE 1

Arrange in order the phases of agricultural enterprises. Write a "1" before the first phase, a "2" before the second phase, and so on.

____ distribution

____ production

____ consumption

____ processing

OBJECTIVE 2

List the six major types of livestock produced in Oklahoma.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

OBJECTIVE 3

Identify the top five states that lead production in each livestock enterprise. Write the answers in the blanks provided.

- Beef cattle
    1. ______________________________
    2. ______________________________
    3. ______________________________
    4. ______________________________
    5. ______________________________

May be photocopied for student use.

513

- Dairy cattle

  1. ______________________________
  2. ______________________________
  3. ______________________________
  4. ______________________________
  5. ______________________________

- Swine

  1. ______________________________
  2. ______________________________
  3. ______________________________
  4. ______________________________
  5. ______________________________

- Sheep

  1. ______________________________
  2. ______________________________
  3. ______________________________
  4. ______________________________
  5. ______________________________

- Horses

  1. ______________________________
  2. ______________________________
  3. ______________________________
  4. ______________________________
  5. ______________________________

May be photocopied for student use.

- Poultry

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

OBJECTIVE 4

Arrange agricultural livestock commodities according to their production levels. Write a "1" before the highest, a "2" before the next highest, and so on.

____ milk production

____ poultry and eggs

____ cattle and calves

____ winter wheat

____ all hay

OBJECTIVE 5

Match selected livestock products to average yearly American consumption per person. Write the correct letters in the blanks.

A. dairy products
B. lamb
C. beef
D. pork
E. poultry

____ 1. 114 pounds

____ 2. 562 pounds

____ 3. 75 pounds

____ 4. 70 pounds

____ 5. 1.6 pounds

May be photocopied for student use.

OBJECTIVE 6

State the 1992 distribution of the consumer's beef dollar. Write the answers in the blanks provided.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

OBJECTIVE 7

Match to their correct job descriptions occupational titles related to the livestock industry. Write the correct letter in the blank provided.

A. farmhand or ranch hand
B. stocker producer
C. commission agent
D. rancher
E. veterinarian
F. artificial inseminator
G. cattle buyer
H. feedmill operator
I. farm or ranch manager
J. feedlot manager
K. auctioneer
L. feedlot employee
M. truck driver

_____ 1. performs any combination of tasks associated with feeding market cattle

_____ 2. injects female livestock with semen for breeding purposes

_____ 3. performs any combination of tasks associated with the care of livestock or livestock facilities

_____ 4. purchases beef animals for farmers, feeders, or packing plants

_____ 5. sells livestock to farmers and ranchers

_____ 6. oversees tasks associated with preparing feed for livestock

_____ 7. handles bidding during livestock sales

May be photocopied for student use.

____ 8. oversees tasks associated with feeding market cattle

____ 9. oversees the daily operations of a farm or ranch

____ 10. breeds and raises livestock for market, breeding stock, or show

____ 11. drives a rig and transports livestock, feed, and other products

____ 12. purchases cattle for grazing on wheat and/or pasture, and then markets the cattle before they reach slaughter weight

____ 13. doctors and treats sick animals

OBJECTIVE 8 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 9 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 10 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 11 **Evaluated on Assignment Sheet 4.**

May be photocopied for student use.

SHEET | **LAP**

BEEF BREEDS AND SELECTIONS

D2

Name ________________________________

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

Optional: Ask ____ your instructor to show you the video *Livestock Breeds*. Notice the color patterns and head characteristics.

Optional: Watch ____ the slides *American Simmental* to help understand how the Simmental breed crosses with other breeds.

Optional: Build ____ a bulletin board using pictures of different breeds.

6. **Study** ____ the Information Sheet, objective 2.

7. **Ask** ____ your instructor to show the transparency showing the parts of a beef animal. Learn the correct terminology.

8. **Study** ____ the Information Sheet, objective 3.

9. **Ask** ____ your instructor to show you performance and breed records.

May be photocopied for student use.

Optional: Use _____ an Oklahoma City of Tulsa State Fair catalog to learn about the different show classifications.

10. Study _____ the Information Sheet, objective 4.

11. Ask _____ your instructor to show the transparency showing the indicators of muscling.

12. Ask _____ your instructor to explain why muscling is desirable in a beef animal.

Optional: Use _____ pictures found in breed magazines to help identify indicators of muscling.

13. Study _____ the Information Sheet, objective 5.

14. Ask _____ your instructor to show the transparency showing the indicators of finish.

15. Ask _____ your instructor about the amount of marbling which determines the grade of the animal.

16. Ask _____ your instructor about the optimum percentages of muscle, fat, and bone of a slaughter animal.

17. Ask _____ your instructor about how the weight of a carcass relates to market price.

18. Study _____ the Information Sheet, objective 6.

19. Ask _____ your instructor to show the transparencies showing types of defective front and hind legs.

Optional: Ask _____ your instructor about the importance of animals having good, sound, correct feet and legs.

Optional: Use _____ breed magazines to collect pictures of animals with defective legs.

20. Study _____ the Information Sheet, objective 7.

21. Ask _____ your instructor to show the transparency showing the characteristics of the ideal market steer.

May be photocopied for student use.

22. **Ask** ____ your instructor about rate of gain and feed conversion.

Optional: Use ____ the *National Steer Symposium* booklet to develop discussion points about the ideal steer.

23. **Study** ____ the Information Sheet, objective 8.

24. **Ask** ____ your instructor to show the transparency showing the desirable characteristics of a cow.

Optional: Invite ____ a breeder to talk with you about how replacement cows are selected.

25. **Study** ____ the Information Sheet, objective 9.

26. **Ask** ____ your instructor to show the transparency showing the desirable characteristics of a bull.

Optional: Invite ____ a breeder to talk with you about how replacement bulls are selected.

27. **Study** ____ the Information Sheet, objective 10.

28. **Ask** ____ your instructor to show the transparency showing the cuts of beef and the percentage of carcass yield.

Optional: Review ____ with your instructor the optimum carcass values of muscle, fat, and bone.

Optional: Ask ____ your instructor about the difference between wholesale and retail cuts.

29. **Study** ____ the Information Sheet, objective 11.

Optional: Talk ____ with an agricultural education student about judging.

Optional: Invite ____ a beef producer to talk with you about how to analyze an animal's individual traits.

30. **Study** ____ the Information Sheet, objective 12.

May be photocopied for student use.

Optional: View ____ photographs from breed associations to clarify terms.

Optional: Watch ____ selected portions of the video *Livestock Breeds* to help identify the meanings of terms.

31. **Study** ____ the Information Sheet, objective 13.

32. **Ask** ____ your instructor why traits are classified as desirable or undesirable.

Optional: Listen ____ to a demonstration of how to tie the terms for traits into phrases.

Optional: Participate ____ in a team game to help learn desirable and undesirable terms.

33. **Study** ____ the Information Sheet, objective 14.

Optional: Ask ____ your instructor to explain how the FFA placing card is used.

Optional: Ask ____ your instructor to give you an example that you can practice placing on the FFA placing card.

34. **Study** ____ the Information Sheet, objective 15.

Optional: Use ____ the chalkboard to practice computing placing scores.

35. **Do** ____ Assignment Sheet 1.

36. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

37. **Study** ____ the Information Sheet, objective 17.

Optional: Ask ____ your instructor about the benefits of learning to give livestock reasons well.

May be photocopied for student use.

38. **Do** ____ Assignment Sheet 2.

39. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

40. **Study** ____ the Information Sheet, objective 19.

Optional: Watch ____ a demonstration of how to use a stenographer's notebook to take a set of notes for giving oral reasons.

Optional: Copy ____ a set of notes into a stenographer's notebook.

41. **Study** ____ the Information Sheet, objective 20.

Optional: Listen ____ to an agricultural education student give a set of oral reasons for placings. Determine if the correct terminology was used.

42. **Study** ____ the Information Sheet, objective 21.

Optional: Record ____ your oral reasons for placings on audio or video tape and view your own performance.

Optional: Invite ____ a university student involved in judging to demonstrate the acceptable style of giving oral reasons for placings.

43. **Do** ____ Assignment Sheet 3.

44. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

45. **Do** ____ Assignment Sheet 4.

46. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

47. **Do** ____ Assignment Sheet 5.

May be photocopied for student use.

Optional: Watch ____ the video *Fundamentals of Livestock Judging.*

48. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

49. **Do** ____ Assignment Sheet 6.

Optional: Watch ____ the video *Judging Heifers.*

50. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

51. **Do** ____ Assignment Sheet 7.

Optional: Watch ____ the video *Judging Steers.*

52. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

53. **Do** ____ Assignment Sheet 8.

54. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

55. **Do** ____ Assignment Sheet 9.

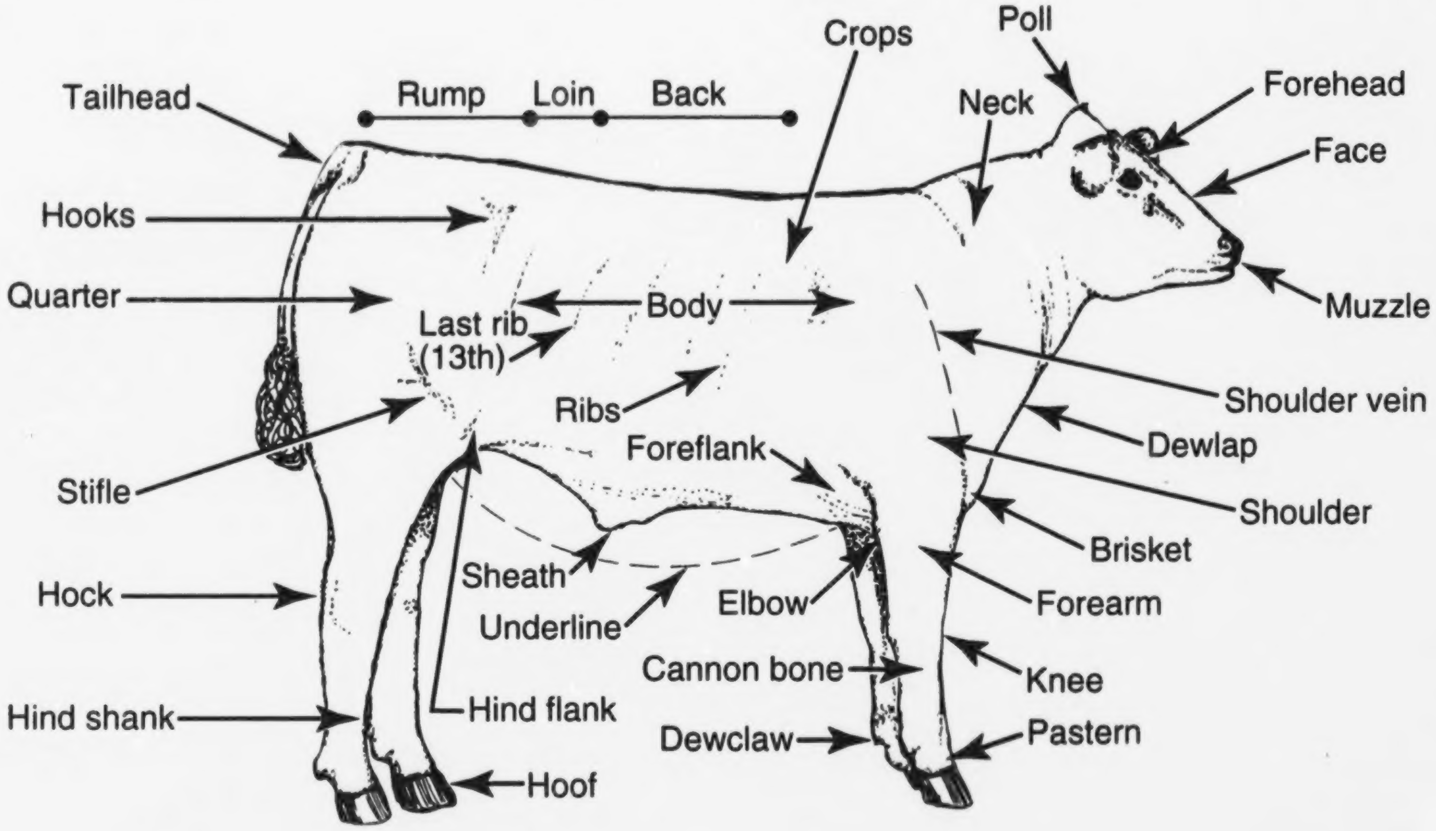
56. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

57. **Do** ____ Assignment Sheet 10.

58. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

Parts of a Beef Animal

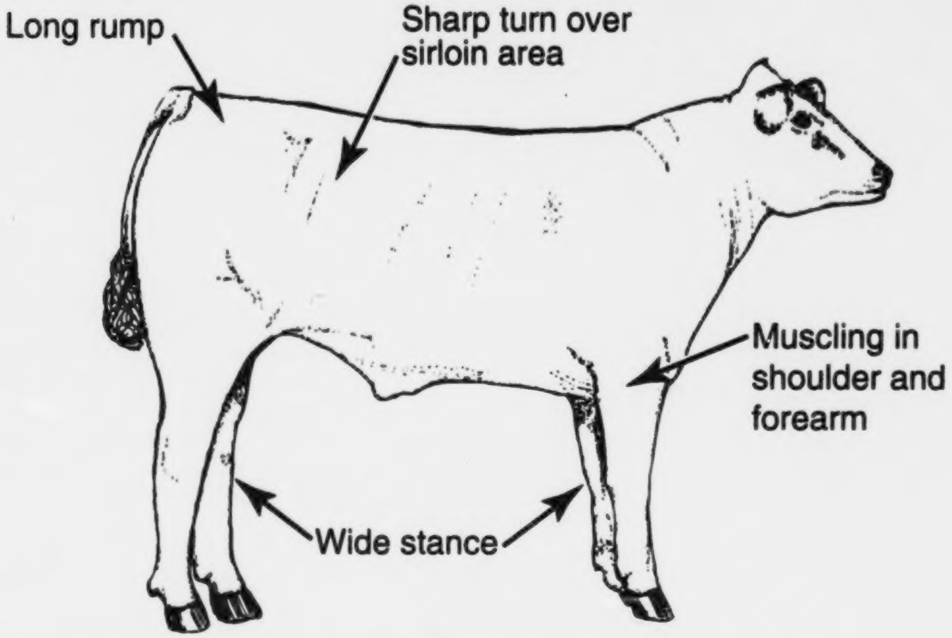

Crops
Poll
Tailhead
Rump
Loin
Back
Neck
Forehead
Face
Hooks
Quarter
Body
Muzzle
Last rib (13th)
Shoulder vein
Ribs
Dewlap
Foreflank
Stifle
Shoulder
Brisket
Sheath
Hock
Elbow
Forearm
Underline
Cannon bone
Knee
Hind shank
Hind flank
Dewclaw
Pastern
Hoof

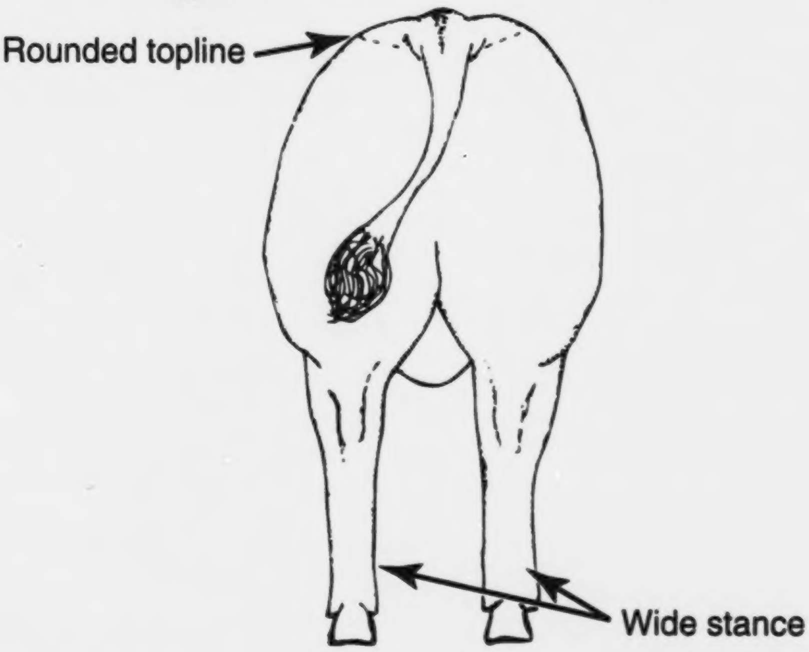
May be photocopied for student use.

INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 1 - CIMC - D2 - 1

TM 1

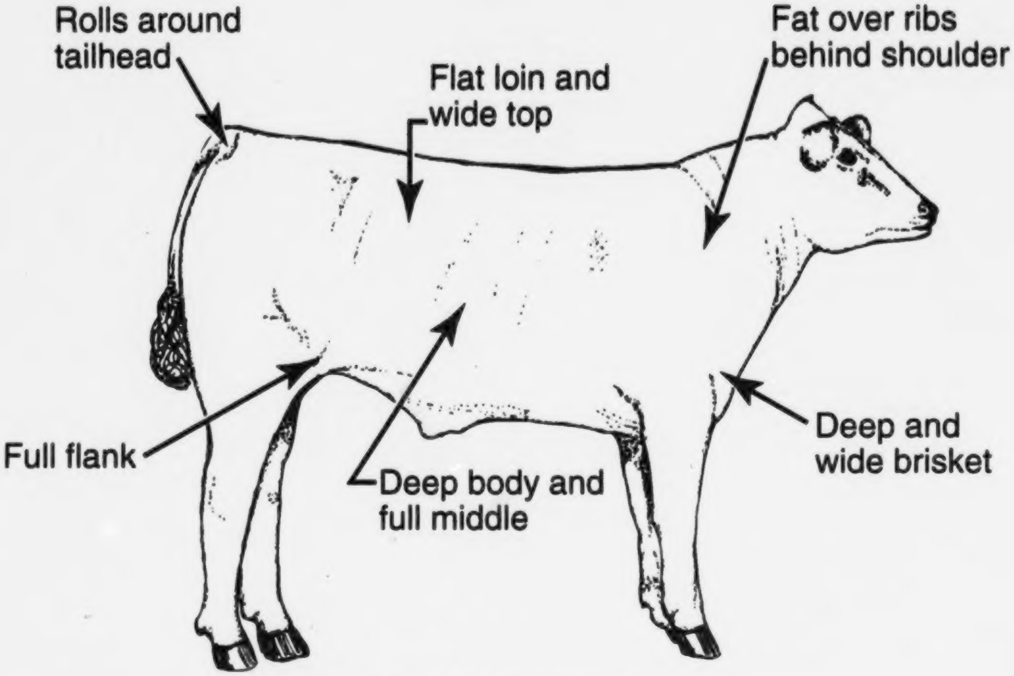
Indicators of Muscling

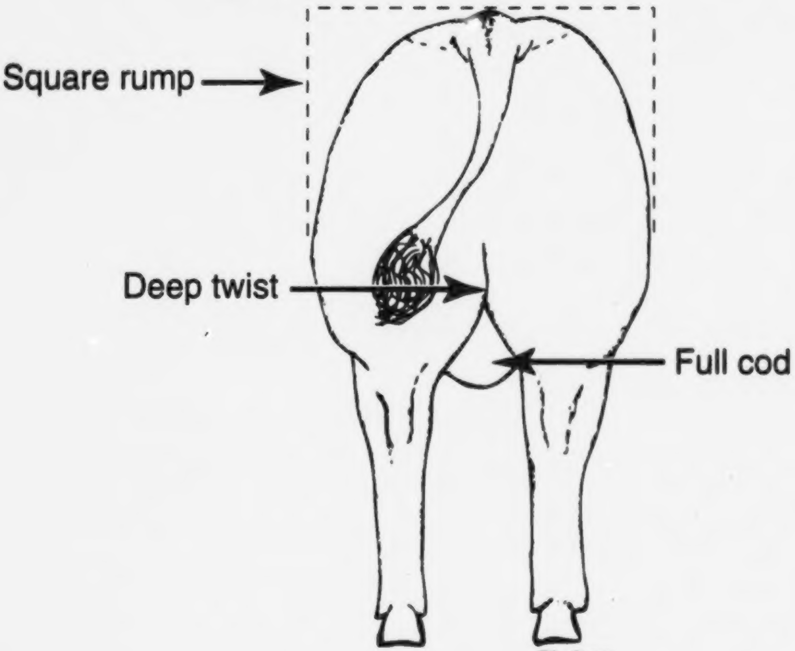

Long rump
Sharp turn over sirloin area
Muscling in shoulder and forearm
Wide stance


Rounded topline
Wide stance

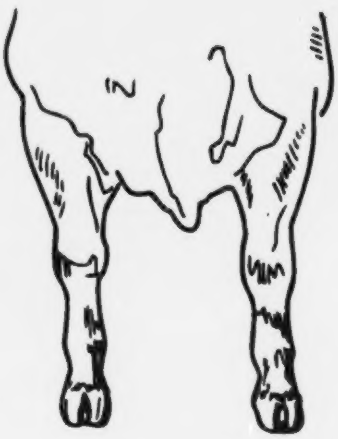
May be photocopied for student use.

Indicators of Finish

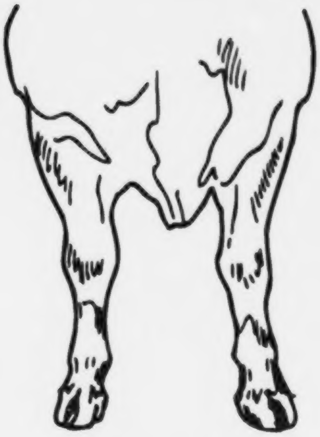

Rolls around tailhead
Flat loin and wide top
Fat over ribs behind shoulder
Full flank
Deep body and full middle
Deep and wide brisket


Square rump
Deep twist
Full cod

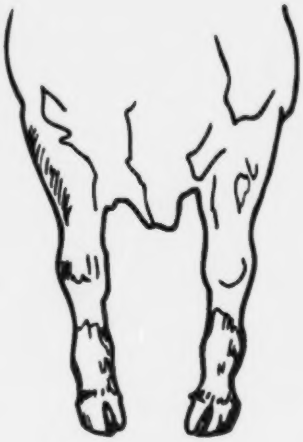
Comparison of Correct and Defective Front Legs



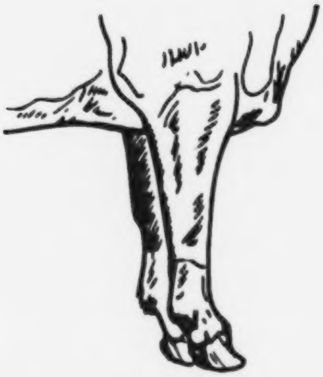
Correct



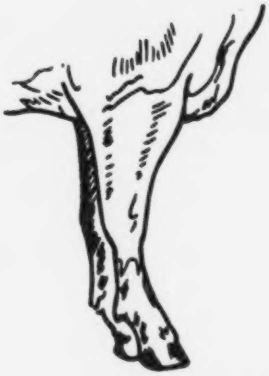
Splay-footed



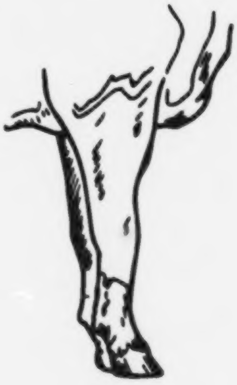
Toed-in



Correct



Calf-kneed

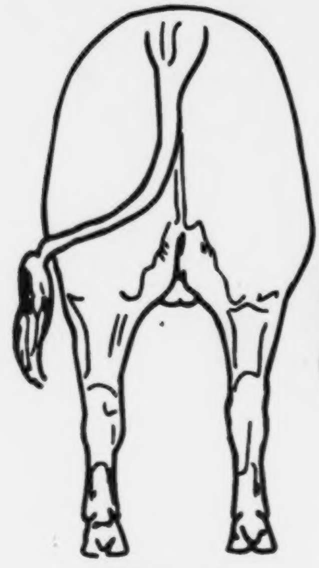


Buck-kneed

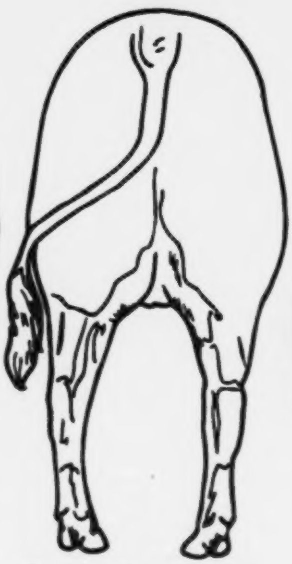
Used with permission of Texas Vocational Instructional Services.

May be photocopied for student use.

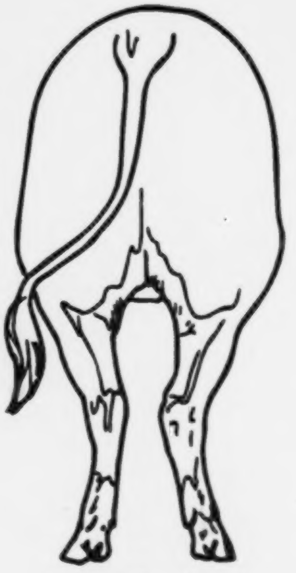
Comparison of Correct and Defective Hind Legs



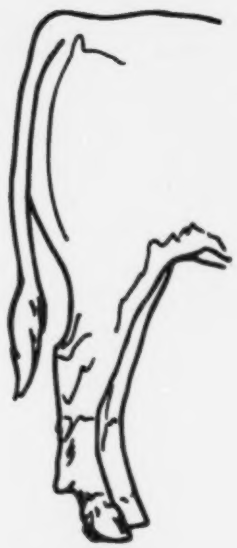
Correct



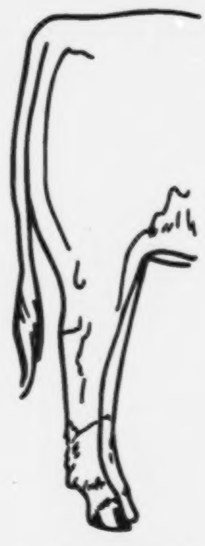
Out in the hocks



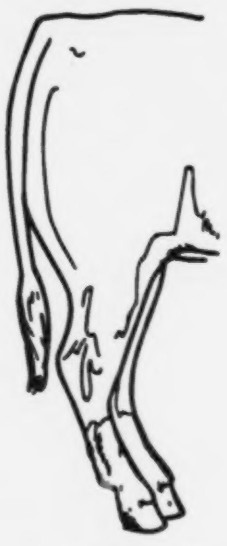
Cow-hocked



Correct



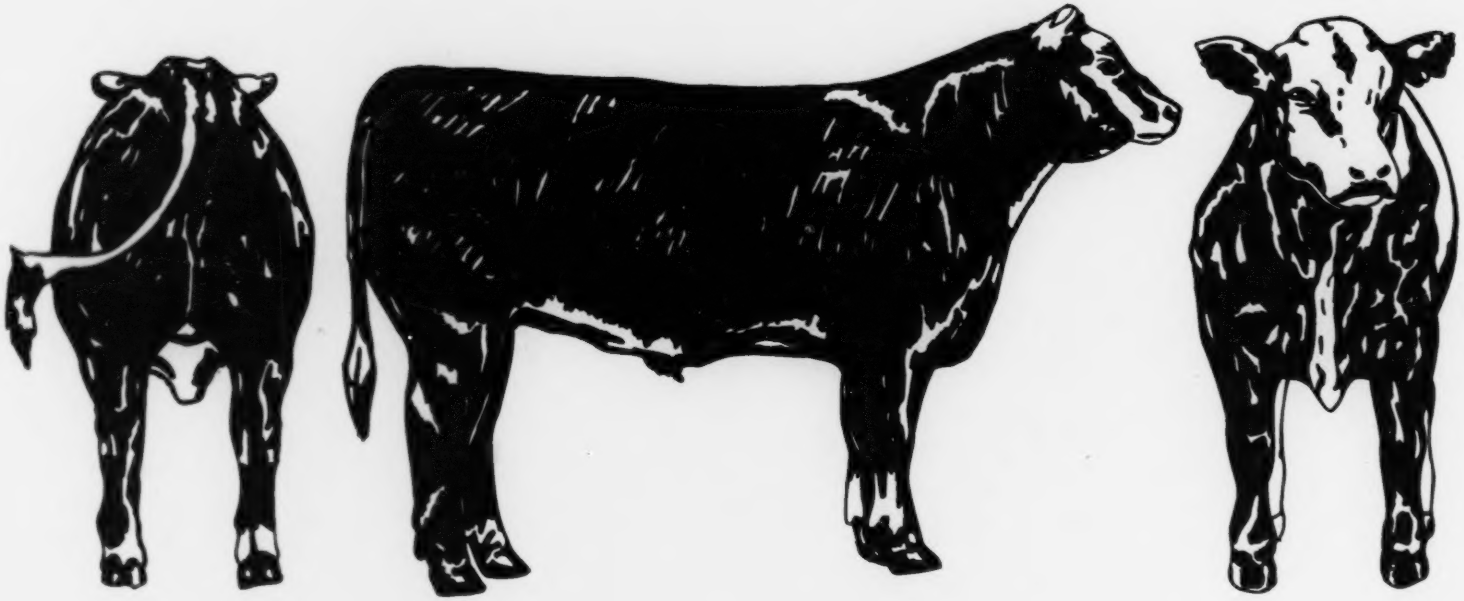
Post-legged



Sickle-hocked

Used with permission of Texas Vocational Instructional Services.

Ideal Market Animal

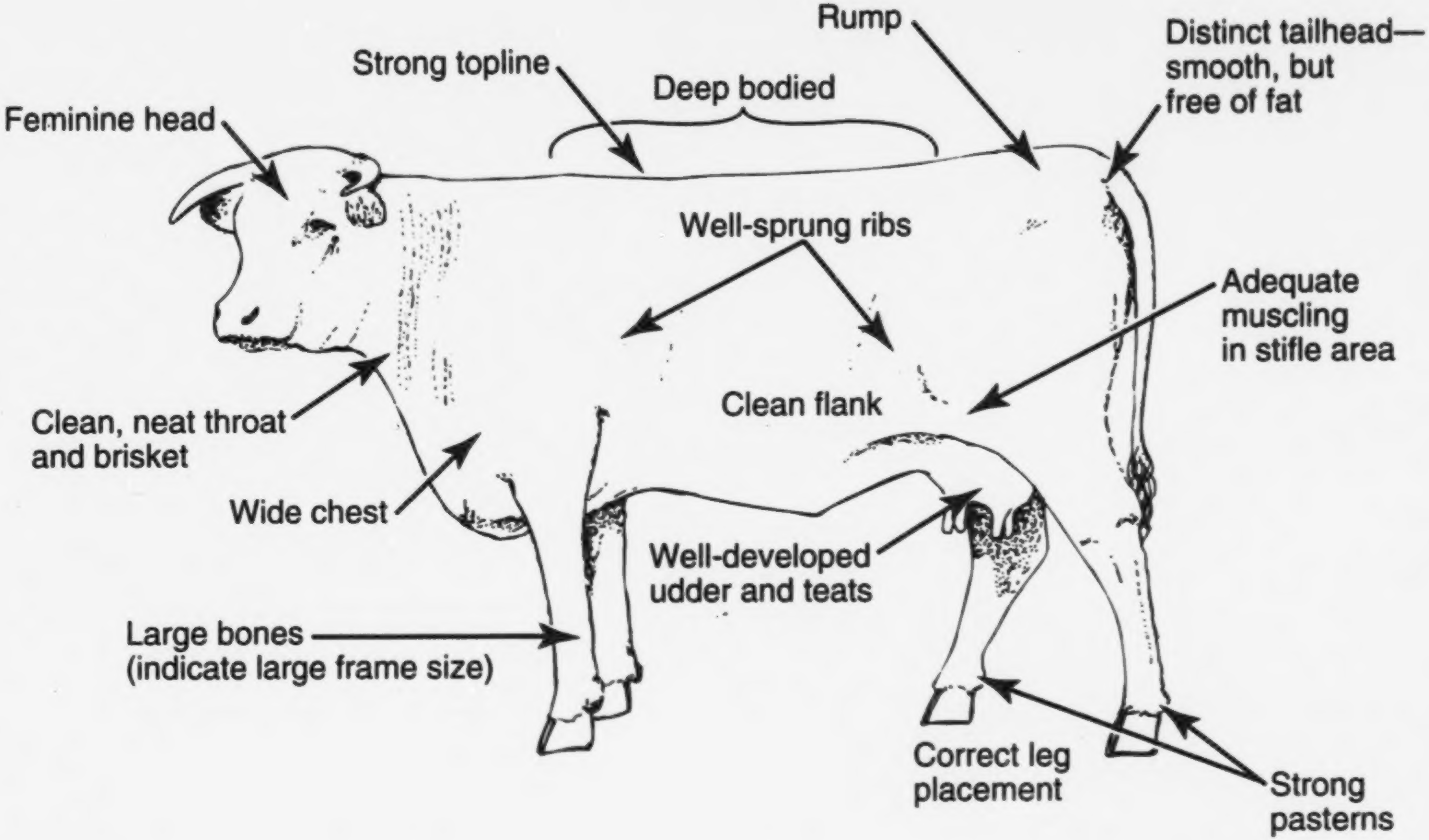


Used with permission of the Idaho State Board for Vocational Education.

May be photocopied for student use

INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 6 - CIMC - D2 - 1

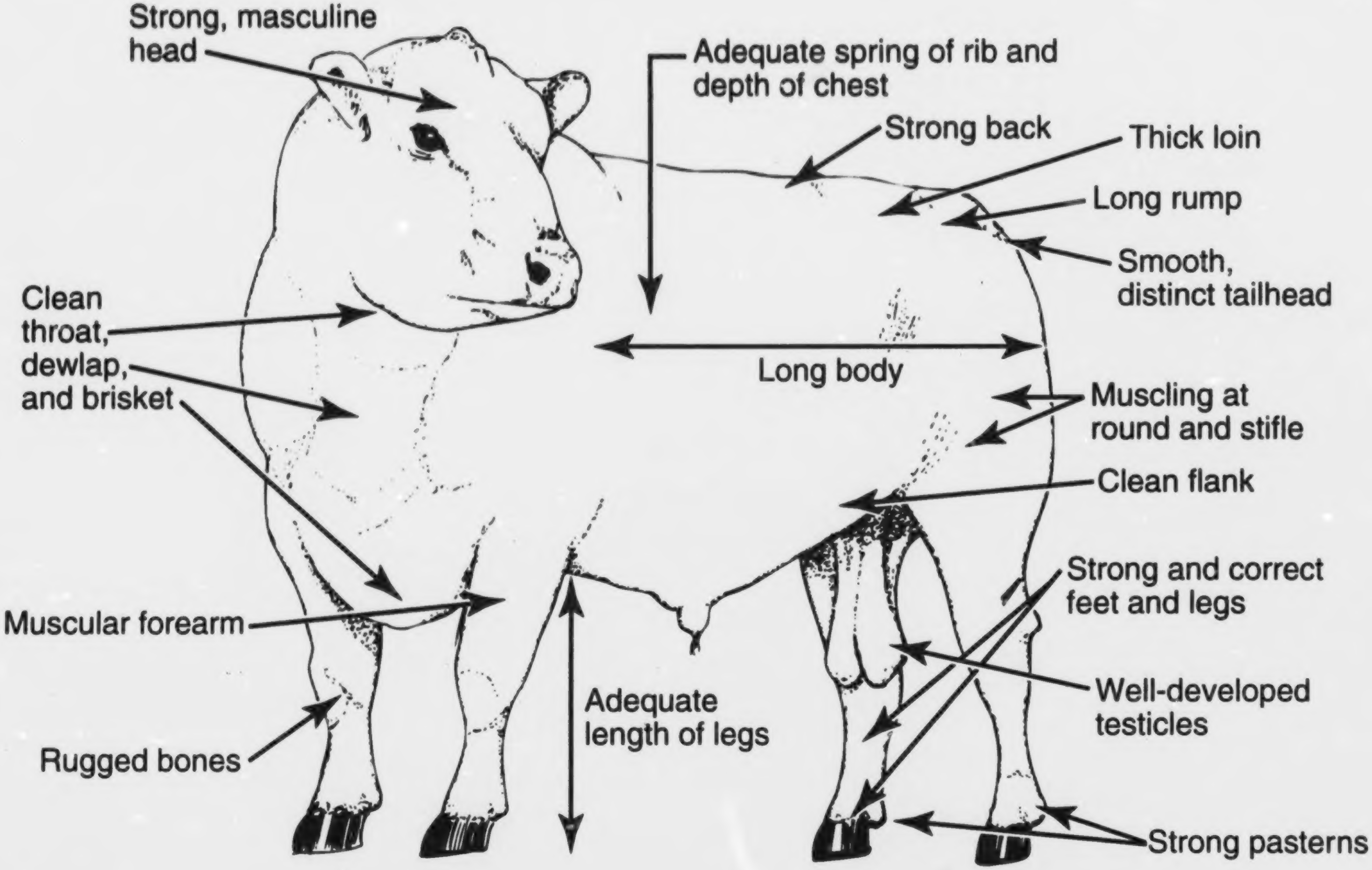
Desirable Characteristics of a Cow


Rump
Distinct tailhead—smooth, but free of fat
Strong topline
Deep bodied
Feminine head
Well-sprung ribs
Adequate muscling in stifle area
Clean flank
Clean, neat throat and brisket
Wide chest
Well-developed udder and teats
Large bones (indicate large frame size)
Correct leg placement
Strong pasterns

May be photocopied for student use.

INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 7 - **CIMC** - D2 - 1

Desirable Characteristics of a Bull

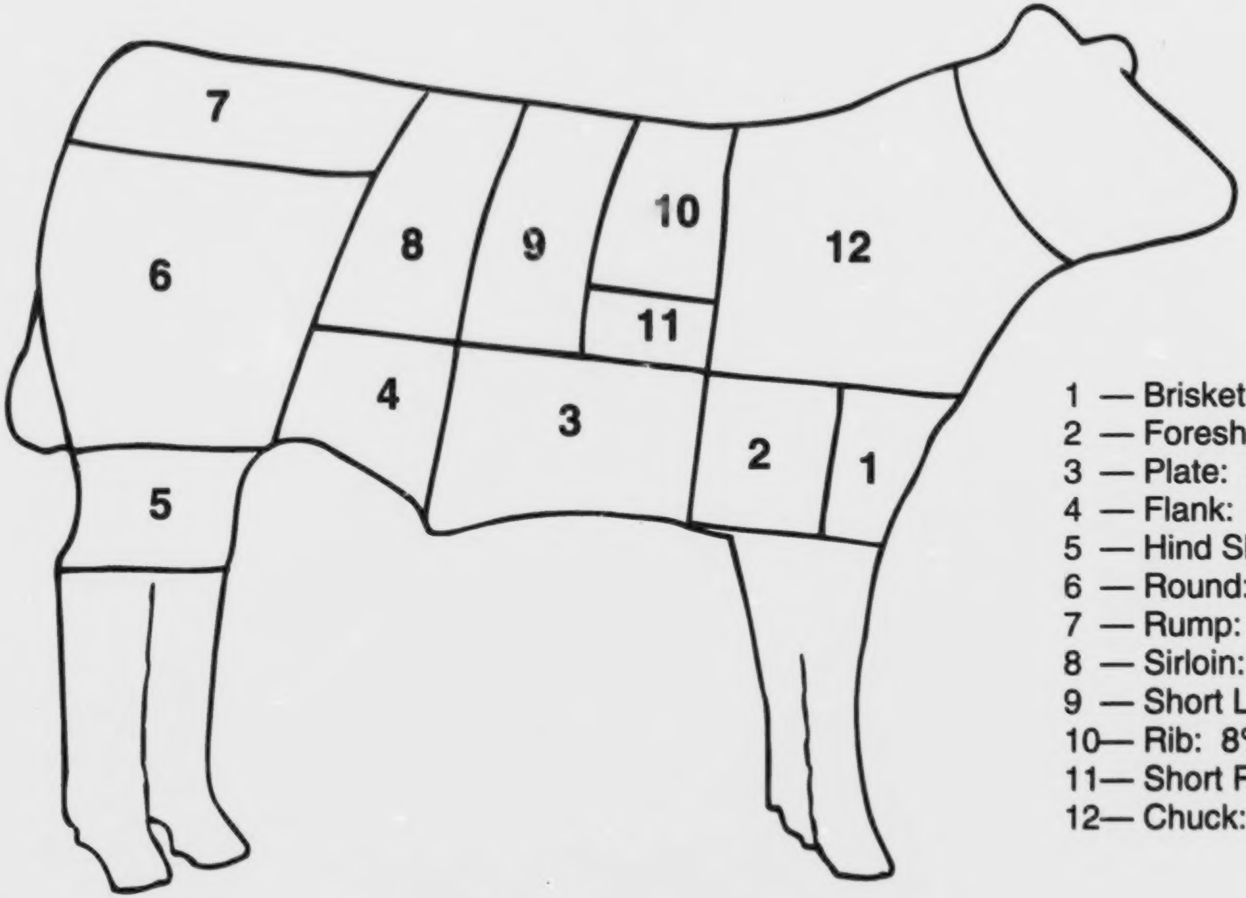

Strong, masculine head
Adequate spring of rib and depth of chest
Strong back
Thick loin
Long rump
Smooth, distinct tailhead
Clean throat, dewlap, and brisket
Long body
Muscling at round and stifle
Clean flank
Strong and correct feet and legs
Muscular forearm
Well-developed testicles
Adequate length of legs
Rugged bones
Strong pasterns

May be photocopied for student use.

INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 9 - CIMC - D2 - 1

May be photocopied for student use.

Wholesale Cuts of Beef



1 — Brisket: 6%
2 — Foreshank: 4%
3 — Plate: 5.5%
4 — Flank: 4%
5 — Hind Shank: 3%
6 — Round: 21%
7 — Rump: 3%
8 — Sirloin: 9%
9 — Short Loin: 8%
10— Rib: 8%
11— Short Ribs: 1.5%
12— Chuck: 26%

Used with permission of Jarold Callahan, Instructor, Animal Science, Oklahoma State University.

TM 9

WRITTEN TEST

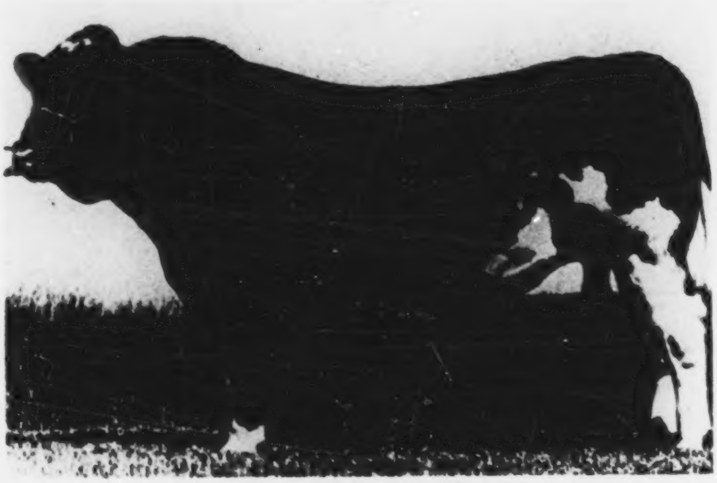
BEEF BREEDS AND SELECTION

D2

Name ______________________ Date __________ Score ____

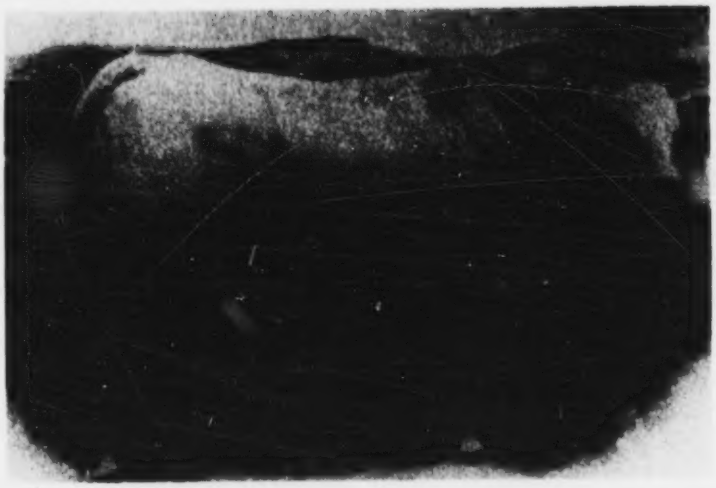
OBJECTIVE 1

Identify major breeds of beef cattle. Write the correct name in the blank below each picture.

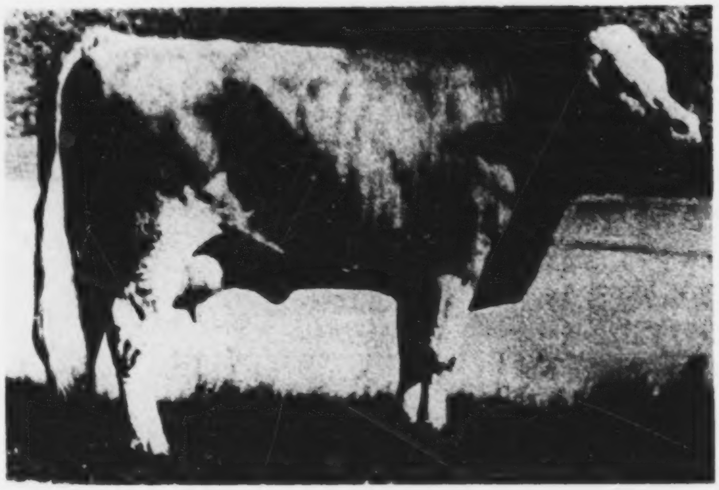


1. ________________________________

May be photocopied for student use. 538

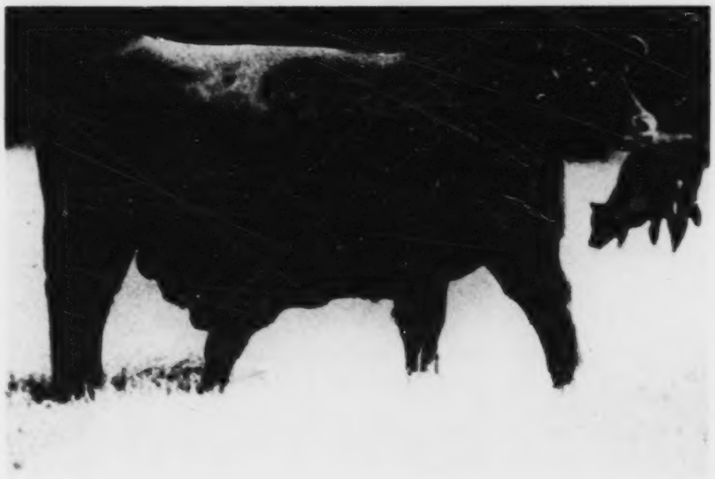


2. ______________________________



3. ______________________________

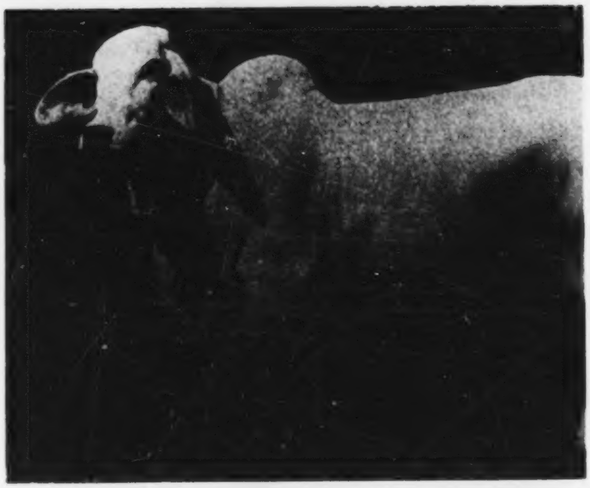
May be photocopied for student use.



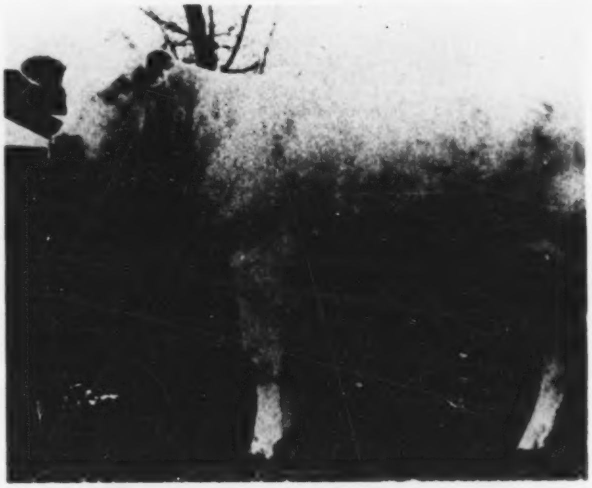
4. ____

5. ____

May be photocopied for student use.

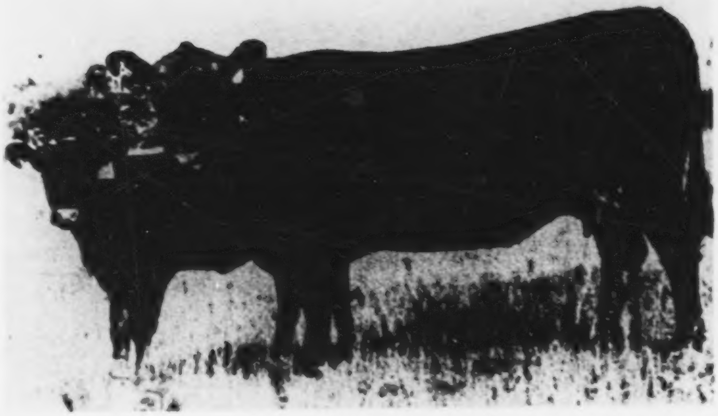


6. ______________________________



7. ______________________________

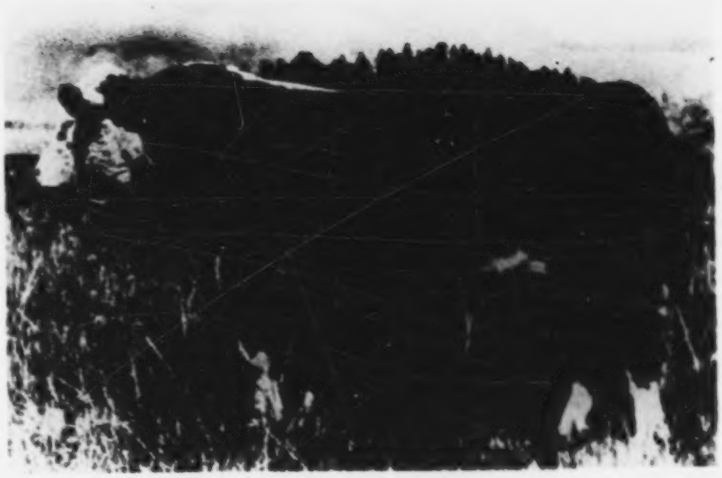
May be photocopied for student use.



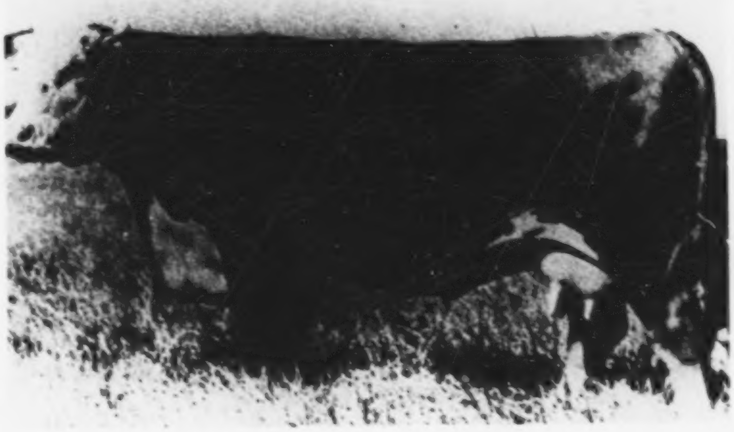
8. ____

9. ____

May be photocopied for student use.



10. ______________________________

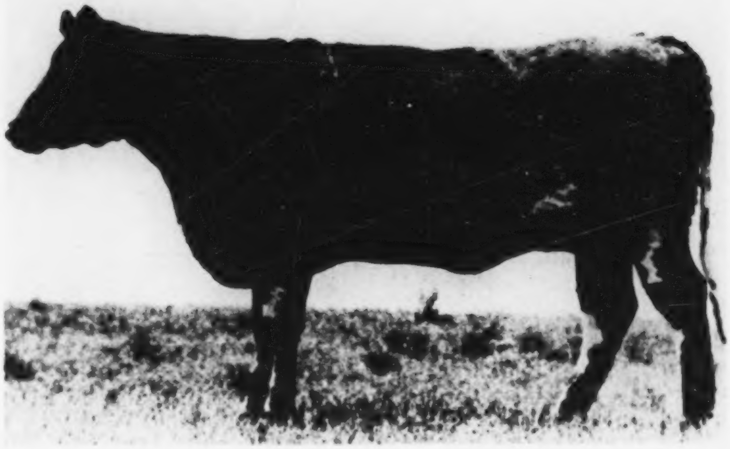


11. ______________________________

12. ____________________

13. ____________________

May be photocopied for student use.

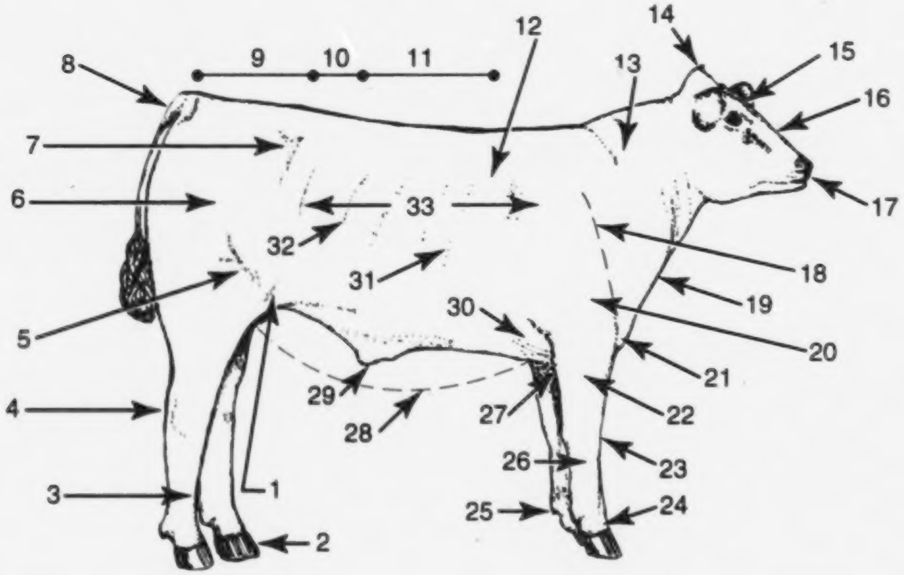


14. ______________________________

15. ______________________________

May be photocopied for student use.

OBJECTIVE 2 **Label the parts of a beef animal.** Write the correct names in the corresponding blanks.



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

11. ______________________________

12. ______________________________

May be photocopied for student use.

13. ____

14. ____

15. ____

16. ____

17. ____

18. ____

19. ____

20. ____

21. ____

22. ____

23. ____

24. ____

25. ____

26. ____

27. ____

28. ____

29. ____

30. ____

32. ____

33. ____

OBJECTIVE 3

List factors to consider in selecting show animals. Write your answers in the blanks provided.

- ____
- ____
- ____

May be photocopied for student use.

OBJECTIVE 4

List indicators of muscling. Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

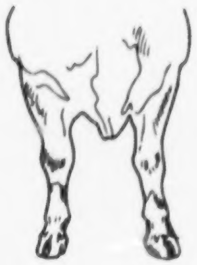
OBJECTIVE 5

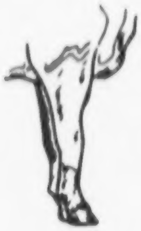
List indicators of finish. Write five indicators in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 6

Label types of defective front and hind legs. Write your answers in the blanks provided.

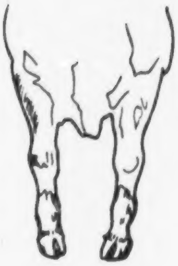


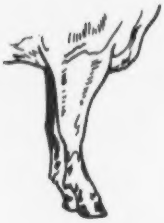


1. ______________________________

2. ______________________________

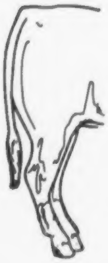
May be photocopied for student use.

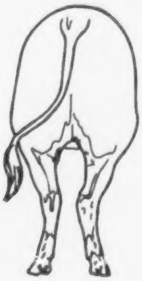




3. ______________________________

4. ______________________________

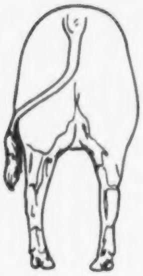


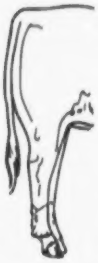


5. ______________________________

6. ______________________________

May be photocopied for student use.





7. ______________________ 8. ______________________

OBJECTIVE 7

Select from a list characteristics of the ideal market steer. Write an "X" in the blanks before the ideal characteristics.

_____ 1. Maximum fat cover at twelfth rib – 0.5 inch

_____ 2. Structure – Sound

_____ 3. Desired average daily gain (120 days) - 3 pounds per day

_____ 4. Minimum average daily gain (120 days) - 2 pounds per day

_____ 5. Feed conversion – 1.0

_____ 6. Minimum weight (normal fill) – 1,100 pounds

_____ 7. Maximum yield grade – 2.9

_____ 8. Minimum quality grade – Good +

_____ 9. Desired rib eye area – 2 square inches per 100 pounds carcass weight

_____ 10. Minimum hip height – 42 inches

_____ 11. Minimum hip height - 52 inches

_____ 12. Maximum age - 18 months

May be photocopied for student use.

____ 13. Desired average daily gain (120) days) – 2 pounds per day

____ 14. Maximum age – 24 months

____ 15. Minimum fat cover at twelfth rib – 0.3 inches

____ 16. Maximum hip height – 55 inches

____ 17. Maximum weight (normal fill) – 1,300 pounds

OBJECTIVE 8

List desirable characteristics of a cow. Write ten characteristics in the blanks provided.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 9

List desirable characteristics of a bull. Write ten characteristics in the blanks provided.

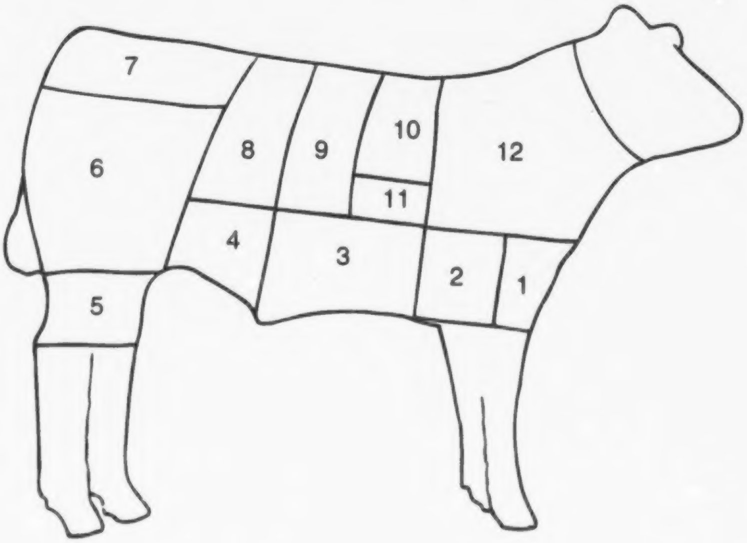
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

May be photocopied for student use.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 10

Label wholesale cuts of beef with their proper names and desired percentages of total carcass yield. Write the correct names and the percentages of carcass yield in the corresponding blanks.



1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

May be photocopied for student use.

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

11. ______________________________

12. ______________________________

OBJECTIVE 11

Define livestock judging. Write your answer in the blanks provided.

____

____

OBJECTIVE 12

Match to their correct definitions terms associated with livestock judging. Write the correct letters in the blanks.

A. conformation
B. average daily gain
C. marbling
D. carcass merit
E. carcass evaluation
F. carcass cutability
G. structure
H. grant
I. masculinity
J. substance
K. femininity
L. broodiness
M. quality
N. ruggedness
O. size
P. scale
Q. soundness
R. growthiness
S. trimness

_____ 1. Animal's overall structure as compared to an ideal

_____ 2. Estimate of the percentage of trimmed boneless retail cuts from the round, loin, rib, and chuck

_____ 3. Intramuscular fat

_____ 4. Average weight change of an animal during a twenty-four hour feeding or grazing period; measured in pounds

_____ 5. Technique of measuring components of quality and quantity of carcasses

May be photocopied for student use.

____ 6. Desirability of a carcass relative to quantity and quality of edible portion

____ 7. Fixed pattern

____ 8. Recognition that an animal has desirable traits but that these traits are not acceptable to be used any higher in class

____ 9. Traits distinguishing a male from a female

____ 10. Muscle and bone

____ 11. Traits distinguishing a female from a male

____ 12. Combination of characteristics indicating that female probably will be a good mother

____ 13. Correct skeletal frame and weight for age

____ 14. Quality of having large bones and frame

____ 15. Overall smoothness, blending of shoulders, and refinement of head and bone.

____ 16. Size of animal as determined by skeletal structure

____ 17. Freedom from excess finish or fat.

____ 18. Condition of having appropriate size and weight for age.

____ 19. Quality of being correct on the feet and legs

OBJECTIVE 13

Distinguish between selected beef-judging terms for desirable and undesirable traits. Write a "D" in the blank before each term for a desirable trait and a "U" before each term for an undesirable trait.

____ 1. Narrow

____ 2. Larger, longer-patterned

____ 3. Wasty front

____ 4. More rugged

____ 5. Cleaner-fronted

May be photocopied for student use.

_____ 6. Weak-topped

_____ 7. Trimmer middle

_____ 8. Wasty middle

_____ 9. Free of fat around tailhead

_____ 10. Shorter-rumped

_____ 11. Soft-handling

_____ 12. More uniformly finished

_____ 13. Higher-yielding, higher-grading carcass

_____ 14. Higher quality

_____ 15. More feminine (cows)

_____ 16. Weak-headed

_____ 17. Weak-topped

_____ 18. Squarer rump

_____ 19. Stands wider in front and rear

_____ 20. Fine-boned

_____ 21. Freer-moving

OBJECTIVE 14

State the purpose of the FFA placing card. Write your answer in the blanks provided.

- ______________________________
- ______________________________
- ______________________________

May be photocopied for student use.

OBJECTIVE 15

List steps involved in computing placing scores. Write your answers in the blanks provided.

1. ____

2. ____

3. ____

4. ____

OBJECTIVE 16

Evaluated on Assignment Sheet 1.

OBJECTIVE 17

State the purpose of giving reasons for placings. Write your answer in the blanks provided.

____

____

OBJECTIVE 18

Evaluated on Assignment Sheet 2.

OBJECTIVE 19

Arrange in order steps to follow in taking notes for oral reasons for placings. Write a "1" before the first step, a "2" before the second step, and so on.

_____ Write your placing at the top of the page.

_____ Take notes on each animal to identify strong points and criticisms of each.

_____ Identify the class.

_____ Write the numbers 1 through 4 down the side of the page, leaving approximately three lines between the numbers.

_____ Take notes by pairs, giving advantages as well as grants.

May be photocopied for student use.

OBJECTIVE 20

Select from a list techniques for presenting oral reasons for placings. Write an "X" in the blank before each correct answer.

_____ 1. Speak with a clear, powerful voice.

_____ 2. Never carry notes into the reason room.

_____ 3. Stay within the allotted two minutes.

_____ 4. Use five terms in succession.

_____ 5. Carry notes into the reason room.

_____ 6. Open reasons with a precise opening statement.

_____ 7. Talk for more than two minutes.

_____ 8. Stand 4 to 8 feet from reason-taker.

_____ 9. Avoid body movement.

_____ 10. Look reason-taker squarely in the eye.

_____ 11. Talk in a firm voice, without shouting.

_____ 12. Avoid looking at reason-taker.

_____ 13. Use identification characteristics whenever possible to let the reason-taker know that you did see the class.

_____ 14. Never conclude reasons with, "For these reasons, I placed this class . . ."

_____ 15. Stand within 2 feet of the reason-taker.

_____ 16. Use good voice control, both in speed and volume.

_____ 17. Stand erect, with feet aligned with shoulders.

_____ 18. Use a soft voice.

_____ 19. Present reason-taker with an accurate picture of animal.

_____ 20. Avoid using more than three terms in succession.

May be photocopied for student use.

OBJECTIVE 21 **Arrange in order steps to follow in presenting oral reasons for placings.** Write a "1" before the first step, a "2" before the second step, and so on.

_____ Discuss top pair.

_____ Present opening statement.

_____ Discuss middle pair.

_____ Discuss bottom pair.

OBJECTIVE 22 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 23 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 24 **Evaluated on Assignment Sheet 5.**

OBJECTIVE 25 **Evaluated on Assignment Sheet 6.**

OBJECTIVE 26 **Evaluated on Assignment Sheet 7.**

OBJECTIVE 27 **Evaluated on Assignment Sheet 8.**

OBJECTIVE 28 **Evaluated on Assignment Sheet 9.**

OBJECTIVE 29 **Evaluated on Assignment Sheet 10.**

May be photocopied for student use.

LAP SHEET

SWINE BREEDS AND SELECTION

D3

Name ______________________________

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

Optional: Ask ____ your instructor to show you the video *Livestock Breeds.* Notice the color patterns and head characteristics.

Optional: Develop ____ a bulletin board using pictures of different breeds.

6. **Study** ____ the Information Sheet, objective 2.

7. **Ask** ____ your instructor to show you the transparency showing the parts of a hog. Learn the correct names.

8. **Study** ____ the Information Sheet, objective 3.

9. **Ask** ____ your instructor to show you the transparency showing the wholesale cuts of pork.

10. **Ask** ____ your instructor about the difference in the weights used by packing plants and those used by wholesalers or retailers in marketing the hog.

May be photocopied for student use.

Optional: Ask	____	your instructor to tell you about the difference in the term "cuts" as used in judging and in carcasses.
Optional: Ask	____	your instructor to explain the dollar value of a carcass.
Optional: Take	____	a field trip to a local supermarket to examine the wholesale and retail cuts of pork. Notice the differences in prices.
11. Study	____	the Information Sheet, objective 4.
Optional: Talk	____	with an agricultural education student about judging.
Optional: Invite	____	a pork producer to talk with you about how to analyze an animal's individual traits.
12. Study	____	the Information Sheet, objective 5.
Optional: View	____	selected slides to learn the meaning of judging definitions.
Optional: Watch	____	selected portions of the video *Judging Market Swine* to help identify the meanings of terms.
Optional: View	____	photographs from breed associations to clarify terms.
13. Study	____	the Information Sheet, objective 6.
Optional: Watch	____	the video *Swine Management I.*
Optional: Ask	____	your instructor to discuss how the swine types have changed over the years.
14. Study	____	the Information Sheet, objective 7.
Optional: Visit	____	a swine production facility to evaluate swine for type.

May be photocopied for student use.

15. **Ask** ____ your instructor to show you a transparency showing the ideal characteristics of a market hog.

16. **Study** ____ the Information Sheet, objective 8.

17. **Ask** ____ your instructor to show you a transparency that will to help you learn swine-judging terms for desirable and undesirable traits.

18. **Ask** ____ your instructor why the traits are classified as desirable or undesirable.

Optional: Listen ____ to a demonstration of how to tie terms for traits into phrases.

Optional: Participate ____ in a team game to help learn desirable and undesirable terms.

19. **Study** ____ the Information Sheet, objective 9.

Optional: Ask ____ your instructor to explain how the FFA placing card is used.

Optional: Ask ____ your instructor to give you an example that you can practice placing on the FFA placing card.

20. **Study** ____ the Information Sheet, objective 10.

Optional: Use ____ the chalkboard to practice computing placing scores.

21. **Do** ____ Assignment Sheet 1.

22. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

23. **Study** ____ the Information Sheet, objective 12.

Optional: Ask ____ your instructor about the benefits of learning to give livestock reasons well.

Optional: Listen ____ to recordings of oral reasons for placings.

May be photocopied for student use.

24. **Study** ____ the Information Sheet, objective 13.

Optional: Watch ____ a demonstration of how to use a stenographer's notebook to take a set of notes for giving oral reasons.

Optional: Copy ____ a set of notes into a stenographer's notebook.

25. **Study** ____ the Information Sheet, objective 14.

Optional: Listen ____ to an agricultural education student give a set of oral reasons for placings. Determine if the correct terminology was used.

26. **Study** ____ the Information Sheet, objective 15.

Optional: Listen ____ to prerecorded sets of oral reasons and determine if the proper steps were followed.

27. **Do** ____ Assignment Sheet 2.

28. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

29. **Do** ____ Assignment Sheet 3.

30. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

31. **Do** ____ Assignment Sheet 4.

Optional: Ask ____ your instructor for a copy of the National Duroc Picture Judging Contest. Judge the pictures and enter the contest.

32. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

33. **Do** ____ Assignment Sheet 5.

34. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

35. **Do** ____ Assignment Sheet 6.

36. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

37. **Do** ____ Assignment Sheet 7.

38. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

39. **Do** ____ Assignment Sheet 8.

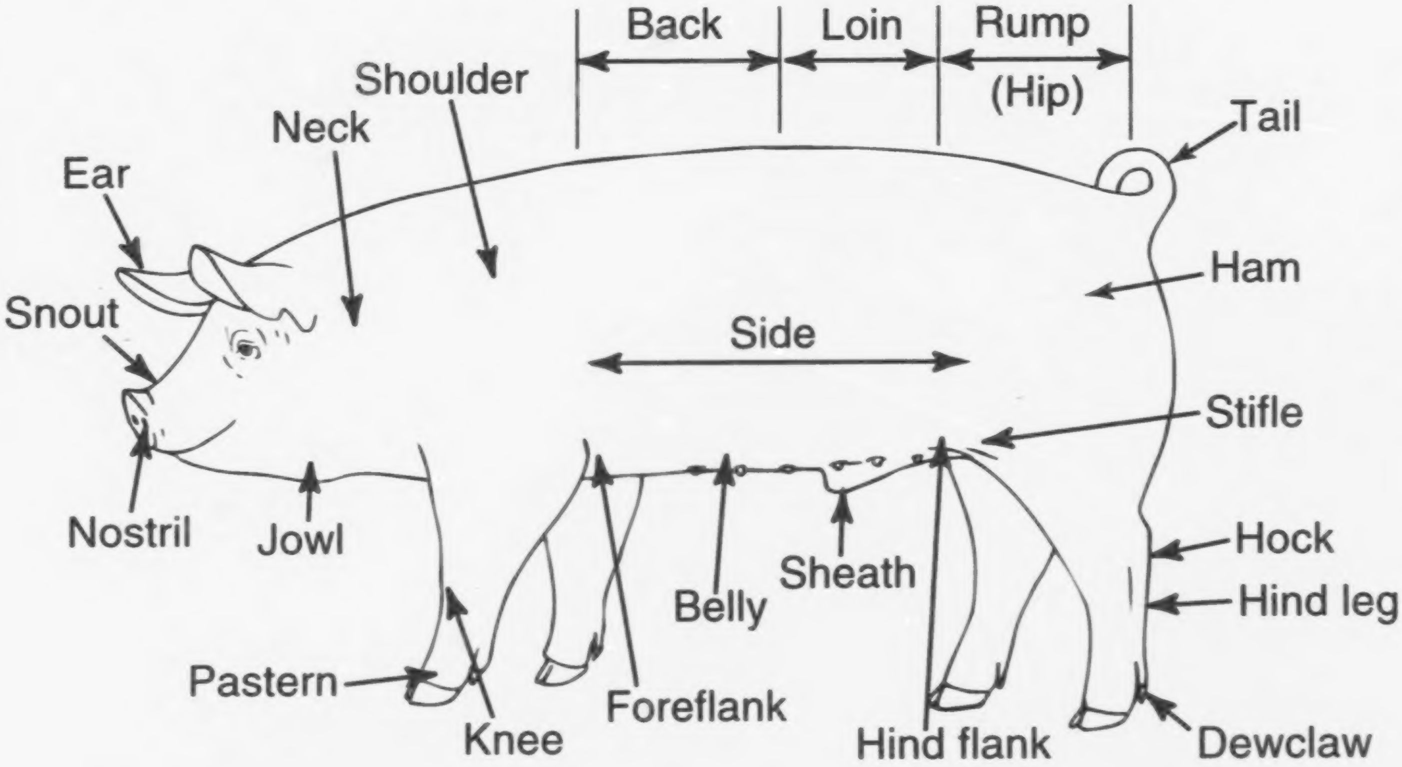
40. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

41. **Take** ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

May be photocopied for student use

Parts of a Hog


Back
Loin
Rump
(Hip)
Shoulder
Neck
Ear
Tail
Ham
Snout
Side
Stifle
Nostril
Jowl
Sheath
Belly
Hock
Hind leg
Pastern
Foreflank
Knee
Hind flank
Dewclaw

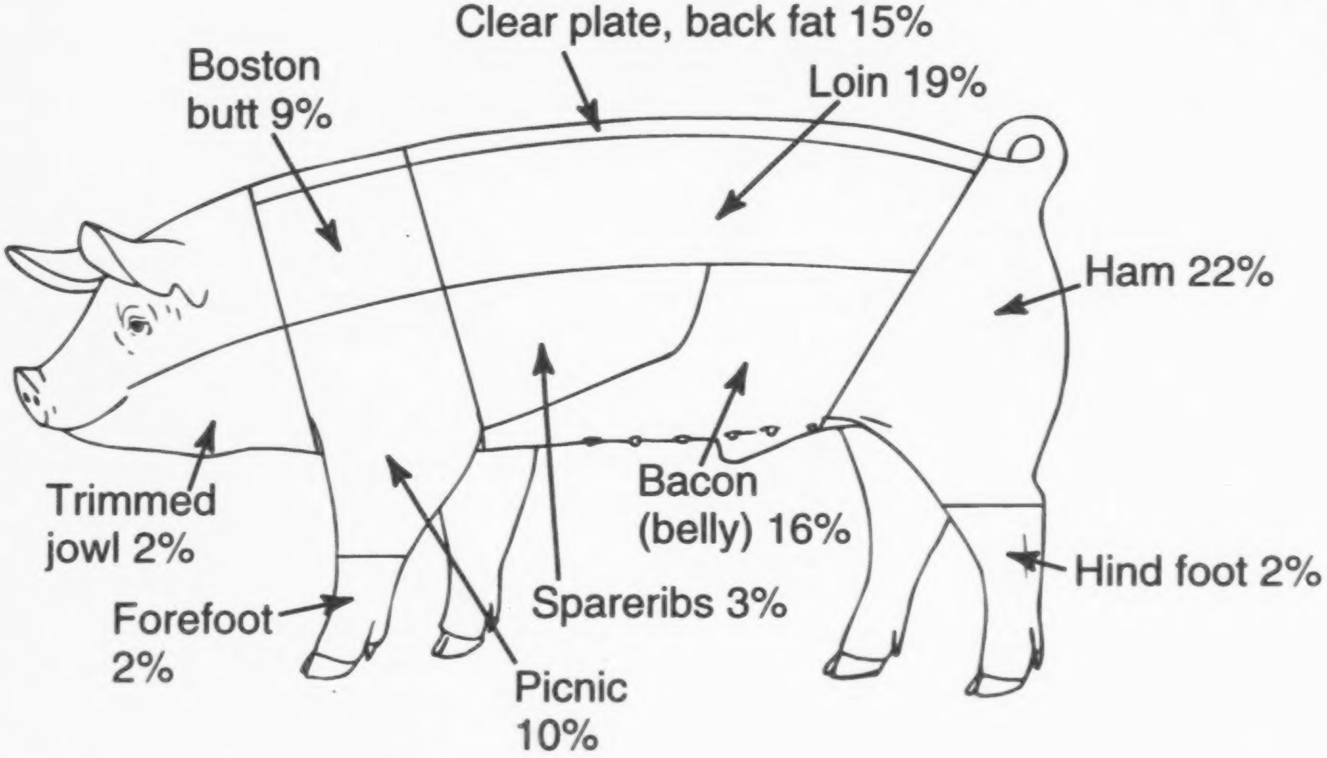
Adapted with permission of the National Pork Producers Council.

TM 1

Wholesale Cuts of Pork and Percentages of Total Carcass Yield

INSTRUCTOR'S RESOURCE PACKAGE · Agriculture I
TRANSPARENCY MASTER 2 · **CIMC** · D3 · 1

May be photocopied for student use.

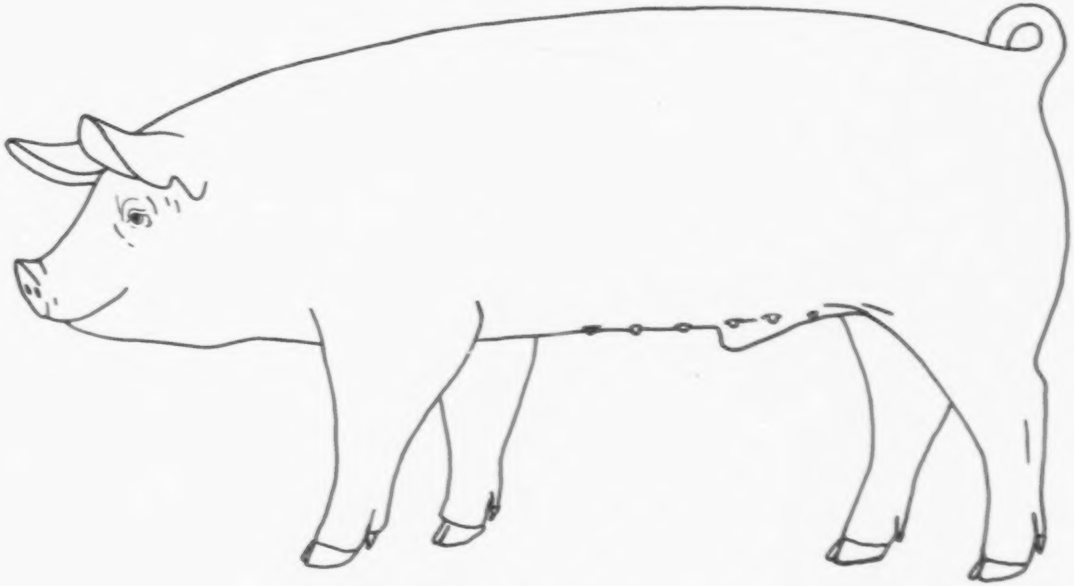

Clear plate, back fat 15%
Boston butt 9%
Loin 19%
Ham 22%
Trimmed jowl 2%
Bacon (belly) 16%
Hind foot 2%
Forefoot 2%
Spareribs 3%
Picnic 10%

Adapted with permission of the National Pork Producers Council.

TM 2

Ideal Market Hog

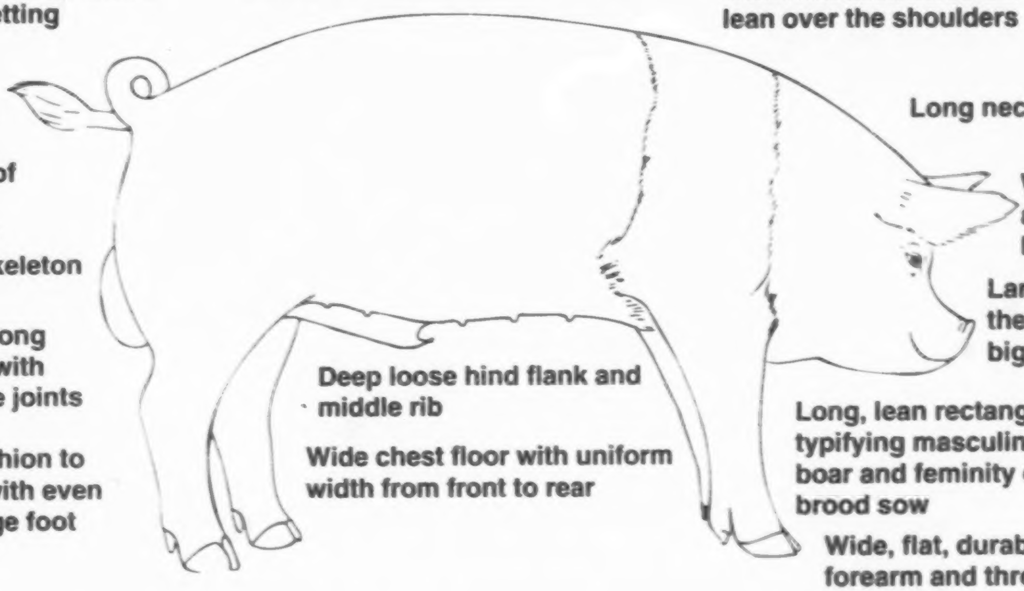
Symbol - NPPC Model Hog



Used with permission of the National Pork Producers Council.

May be photocopied for student use.

Selecting the Modern Market Hog



Long, level rump with a high tail setting

Long, lean, semi-level top line

Tall at the point of the shoulder, width between shoulder blades, lean over the shoulders

Length, depth leanness and natural width of ham muscle appropriate to width of the skeleton

Long neck

Wide forehead and good width between eyes

Large rim on the snout with big nostrils

Tough, heavy, long cannon bones with structurally free joints

Deep loose hind flank and middle rib

Long, lean rectangular head, typifying masculinity in a herd boar and feminity on a brood sow

Slope and cushion to the pasterns with even toes and a large foot front and rear

Wide chest floor with uniform width from front to rear

Wide, flat, durable bone in the forearm and throughout skeletal structure

At least twelve evenly spaced prominent teats (six on a side minimum), a minimum of three in front of the sheath on boars

Deep, lean, rectangular shape to the forerib with more width at the bottom of the rib than at the point of the shoulder

Used with permission of Hampshire Swine Registry.

May be photocopied for student use

WRITTEN TEST

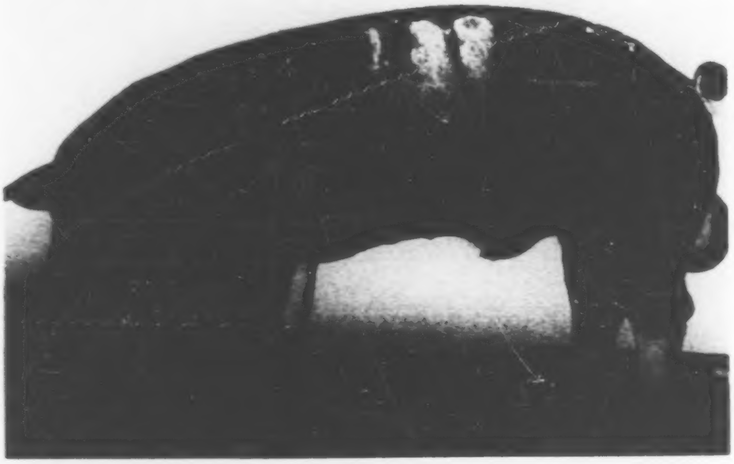
SWINE BREEDS AND SELECTION

D3

Name ______________________ Date ________ Score ___

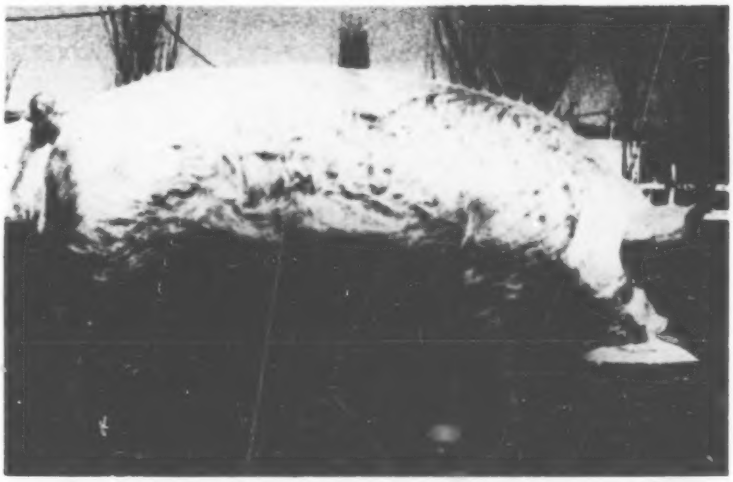
OBJECTIVE 1

Identify major breeds of swine. Write your answers in the blanks provided.

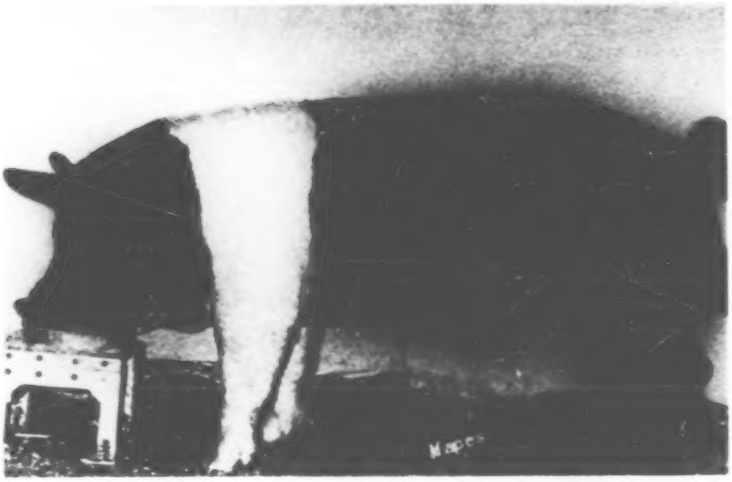


1. ______________________________

May be photocopied for student use.

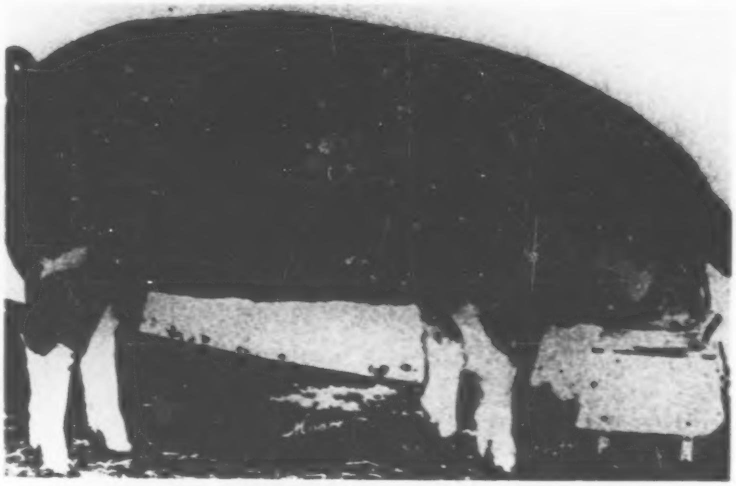


2. ______________________________

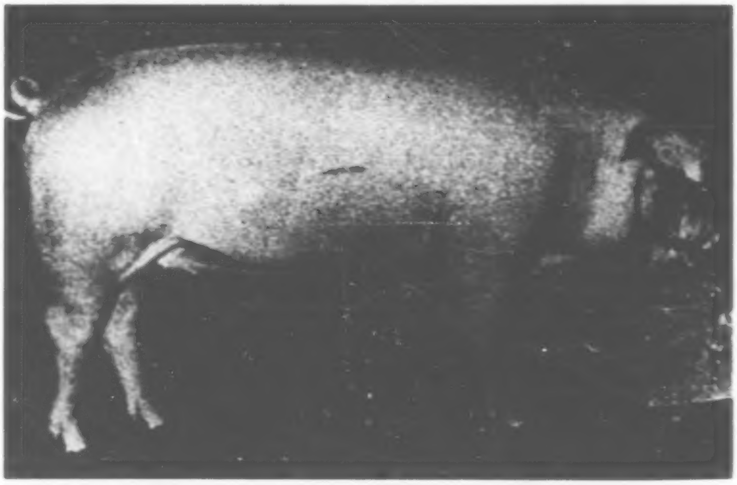


3. ______________________________

May be photocopied for student use.

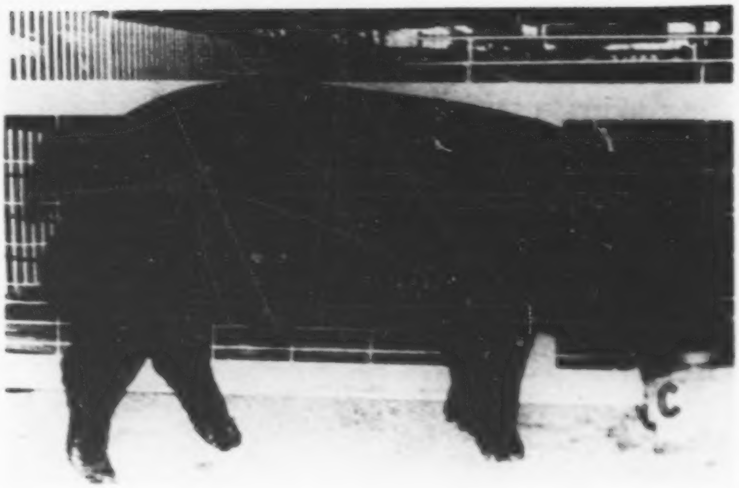


4. ______________________________

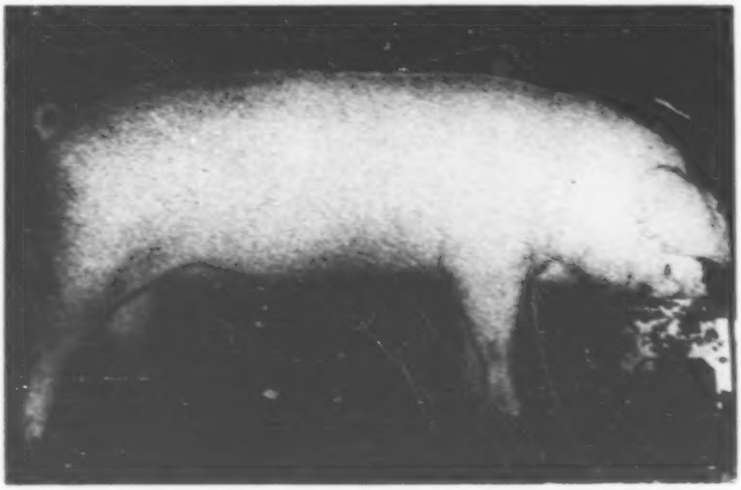


5. ______________________________

May be photocopied for student use.



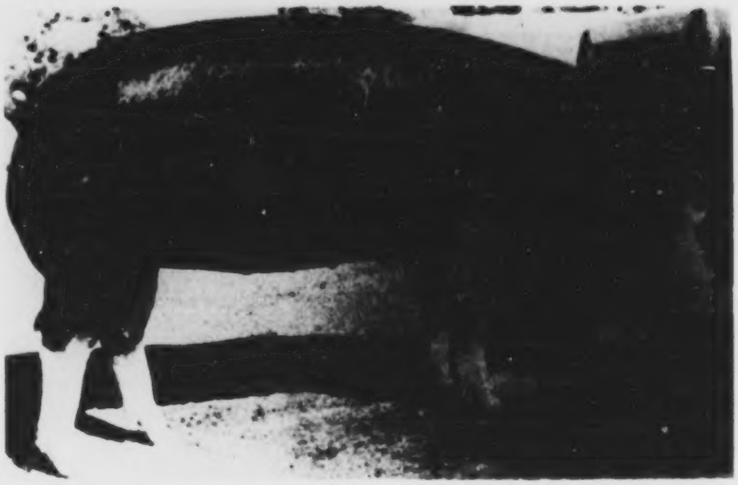
6. ______________________________



7. ______________________________

575

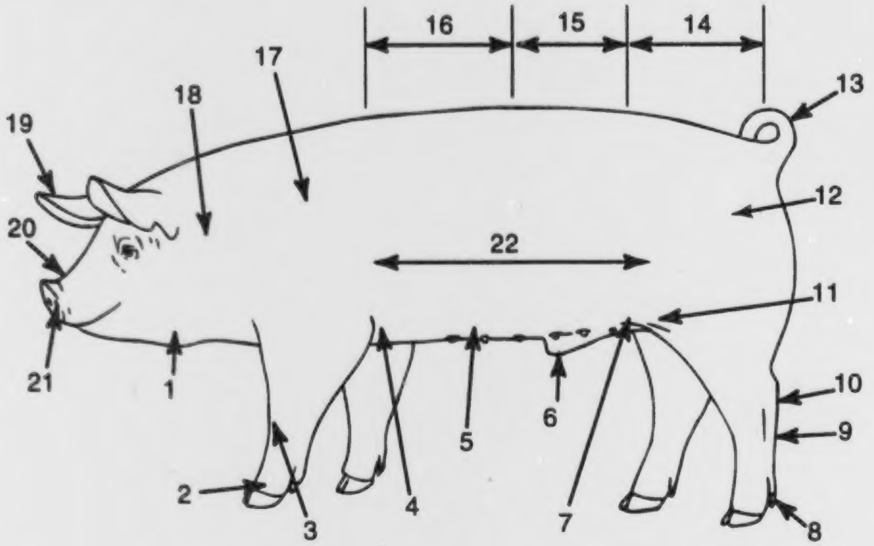
May be photocopied for student use.



8. ______________________________

OBJECTIVE 2

Label the parts of a hog. Write the correct names in the corresponding blanks.


16
15
14
17
18
19
13
12
20
22
11
21
1
10
9
5
6
2
4
7
8
3

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

11. ______________________________

May be photocopied for student use.

12. ____________________

13. ____________________

14. ____________________

15. ____________________

16. ____________________

17. ____________________

18. ____________________

19. ____________________

20. ____________________

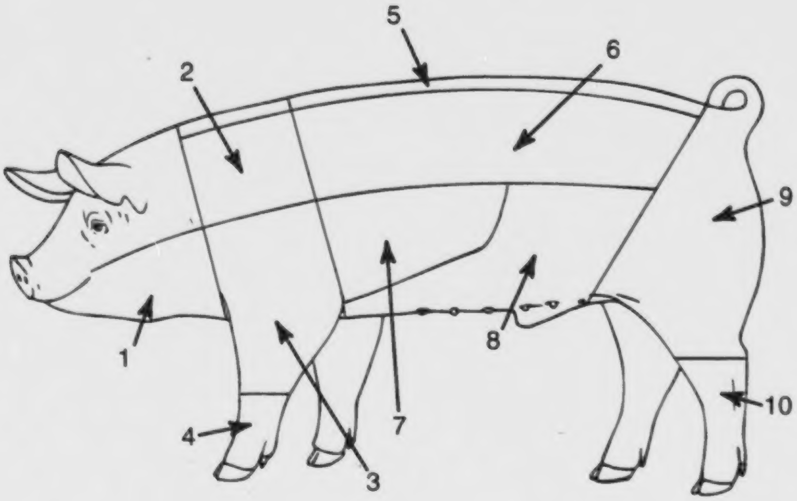
21. ____________________

22. ____________________

May be photocopied for student use.

OBJECTIVE 3

Label wholesale cuts of pork with their proper names and desired percentages of total carcass yield. Write the names and percentages in the corresponding blanks.



1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

May be photocopied for student use.

OBJECTIVE 4

Define livestock judging. Write your answer in the blanks provided.

- ____

  ____

OBJECTIVE 5

Match to their correct definitions terms associated with livestock judging. Write the correct letters in the blanks.

A. ruggedness
B. meatiness or muscling
C. quality
D. trimness
E. soundness
F. growthiness
G. grant
H. type
I. broodiness
J. breed character
K. femininity
L. masculinity
M. scale

_____ 1. Quality of being correct on the feet and legs, used primarily with breeding stock

_____ 2. Traits distinguishing a male from a female

_____ 3. Masculine quality of having large bones and frame

_____ 4. Combination of characteristics that make an animal most useful for a specific purpose; general term

_____ 5. Condition of having appropriate size and weight for age

_____ 6. Size of animal as determined by skeletal structure

_____ 7. Traits that distinguish one breed from another

_____ 8. Traits distinguishing a female from a male

_____ 9. Freedom from excess finish or fat

_____ 10. High proportion of volume in the area of high-priced cuts

_____ 11. Overall smoothness, blending of shoulders, and refinement of head and bone

_____ 12. Combination of characteristics indicating that the female probably will be a good mother

_____ 13. Recognition that an animal has desirable traits but that these traits are not acceptable to be used any higher in class

May be photocopied for student use.

OBJECTIVE 6

List the two major traits of a market hog. Write your answers in the blanks provided.

- ______________________________
- ______________________________

OBJECTIVE 7

List characteristics of the ideal market hog. Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 8

Distinguish between selected swine-judging terms for desirable and undesirable traits. Write a "D" in the blank before terms for desirable traits and a "U" in the blank before terms for undesirable traits.

____ 1. Tight-structured

____ 2. Taller-fronted

____ 3. Larger volume

____ 4. Sounder-footed

____ 5. Smaller-scaled

____ 6. Wider-topped

____ 7. Shallow-bodied, high-flanked

____ 8. Leaner

____ 9. Light-boned

May be photocopied for student use.

_____ 10. Longer-necked

_____ 11. Blunt or coarse, low-quality underline

_____ 12. Unsound, poor underline

OBJECTIVE 9

State the purpose of the FFA placing card. Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 10

List the steps involved in computing placing scores. Write your answers in the blanks provided.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

OBJECTIVE 11

Evaluated on Assignment Sheet 1.

OBJECTIVE 12

State the purpose of giving reasons for placings. Write your answer in the blanks provided.

- ______________________________
  ____

OBJECTIVE 13

Arrange in order steps to follow in taking notes for oral reasons for placings. Write an "1" in the blank before the first step, a "2" before the second step, and so on.

_____ Write your placing at the top of the page.

_____ Take notes on each animal to identify strong points and criticisms of each.

_____ Identify the class.

May be photocopied for student use.

____ Write the numbers 1 through 4 down the side of the page, leaving approximately three lines between the numbers.

____ Take notes by pairs, giving advantages as well as grants.

OBJECTIVE 14

Select from a list techniques for giving oral reasons for placings. Write an "X" in the blank before each correct answer.

____ 1. Speak with a clear, powerful voice.

____ 2. Never carry notes into the reason room.

____ 3. Stay within the allotted two minutes.

____ 4. Use five terms in succession.

____ 5. Carry notes into the reason room.

____ 6. Open reasons with a precise opening statement.

____ 7. Talk for more than two minutes.

____ 8. Stand 4 to 8 feet from the reason-taker.

____ 9. Avoid body movement.

____ 10. Look the reason-taker squarely in the eye.

____ 11. Talk in a firm voice, without shouting

____ 12. Avoid looking at reason-taker.

____ 13. Use identification characteristics whenever possible to let the reason-taker know that you did see the class.

____ 14. Never conclude reasons with, "For these reasons, I placed this class . . ."

____ 15. Stand within 2 feet of the reason-taker.

____ 16. Use good voice control, both in speed and volume.

____ 17. Stand erect, with feet aligned with shoulders.

____ 18. Use a soft voice.

____ 19. Present the reason-taker with an accurate picture of animal.

____ 20. Avoid using more than three terms in succession.

May be photocopied for student use.

OBJECTIVE 15

Arrange in order steps to follow in presenting oral reasons for placings. Write an "1" in the blank before the first step, a "2" before the second step, and so on.

_____ Discuss the top pair.

_____ Present opening statement.

_____ Discuss the middle pair.

_____ Discuss the bottom pair.

OBJECTIVE 16 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 17 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 18 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 19 **Evaluated on Assignment Sheet 5.**

OBJECTIVE 20 **Evaluated on Assignment Sheet 6.**

OBJECTIVE 21 **Evaluated on Assignment Sheet 7.**

OBJECTIVE 22 **Evaluated on Assignment Sheet 8.**

May be photocopied for student use.

LAP
SHEET

SHEEP BREEDS AND SELECTION

D4

Name ______________________________

Check the blank as you complete each step.

1. Take	____	the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. Read	____	the introduction, unit objective, and specific objectives.
3. Do	____	the focus assignments.
4. Stop	____	and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.
5. Study	____	the Information Sheet, objective 1.
Optional: Watch	____	the video *Livestock Breeds* noting the different color markings and body characteristics.
Optional: Visit	____	a sheep farm and talk with the sheep breeder about the sheep operation.
Optional: Develop	____	a bulletin board using pictures collected.
Optional: Collect	____	and paste breed pictures on paper, then identify the breeds.
6. Study	____	the Information Sheet, objective 2.
7. Ask	____	your instructor to show you the transparency showing the major separations of a sheep.

May be photocopied for student use.

Optional: Observe ____ a sheep and look for the major separations.

8. Study ____ the Information Sheet, objective 3.

9. Ask ____ your instructor to show you the transparency showing the desirable characteristics of sheep.

Optional: Identify ____ the characteristics on a live sheep for your instructor or a classmate.

10. Study ____ the Information Sheet, objective 4.

11. Ask ____ your instructor to show you the transparency showing desirable and undesirable sheep.

Optional: Watch ____ selected portions of *Livestock Breeds*. Point out the desirable characteristics of sheep and how they are similar among the sheep breeds.

Optional: Identify ____ characteristics on a live sheep for your instructor or a classmate.

12. Study ____ the Information Sheet, objective 5.

13. Ask ____ ask your instructor to show you the transparency showing the wholesale cuts of lamb and the percentages of total carcass yield.

Optional: Distinguish ____ between retail and wholesale cuts of lamb using the meat chart from the National Livestock and Meat Board. Ask your instructor for the chart.

Optional: Collect ____ retail prices of lamb. In class use the information to discuss the importance of producing a lamb that hangs up a high-yield carcass.

Optional: Calculate ____ with your instructor's help, the carcass yield. Use the chalkboard to calculate some problems which your instructor will give you.

14. Study ____ the Information Sheet, objective 6.

Optional: Watch ____ the video *Judging Sheep*.

May be photocopied for student use.

Optional:
Invite ____ an agricultural education student to discuss judging with you.

15. Study ____ the Information Sheet, objective 7.

Optional:
Watch ____ the video *Judging Ewe Lambs*. Notice the judging terms used.

Optional:
View ____ breed pictures and apply the judging terms to the pictures.

16. Study ____ the Information Sheet, objective 8.

Optional:
View ____ pictures from breed associations or magazines to learn the meaning of terms such as type, quality and general appearance.

Optional:
Ask ____ your instructor to show you a picture of the ideal type Suffolk. Notice the strong and weak points when this ideal is compared to other sheep.

17. Study ____ the Information Sheet, objective 9.

Optional:
Watch ____ the video *Judging Market Lambs*.

18. Study ____ the Information Sheet, objective 10.

19. Watch ____ a demonstration of how to position your hands and fingers when examining an animal. Pay careful attention to the position of your fingers.

Optional:
Practice ____ examining a sheep on a live sheep brought into the shop area.

20. Study ____ the Information Sheet, objective 11.

Optional:
Practice ____ examining the ribs, back, and loin area for indications of condition and covering.

May be photocopied for student use.

21. **Study** ____ the Information Sheet, objectives 12 and 13.

Optional: Practice ____ catching and holding a sheep.

22. **Study** ____ the Information Sheet, objective 14.

Optional: Listen ____ to a demonstration of how to tie terms for traits into phrases.

23. **Study** ____ the Information Sheet, objective 15.

Optional: Ask ____ your instructor for a sample of an FFA placing card and to explain how it is used.

24. **Study** ____ the Information Sheet, objective 16.

Optional: Practice ____ computing placing scores.

25. **Do** ____ Assignment Sheet 1.

26. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

27. **Study** ____ the Information Sheet, objective 18.

Optional: Write ____ down purposes for giving reasons for placing and how giving reasons can help you with public speaking.

28. **Study** ____ the Information Sheet, objective 19.

Optional: Watch ____ the video *Oral Reasons for Livestock Judging.*

Optional: Watch ____ a demonstration of how to use a stenographer's notebook to take a set of notes for giving oral reasons. Copy a set of notes into the notebook.

Optional: Watch ____ the video *Judging Ewe Lambs.* Take a set of notes on a class and write reasons for placings. After your instructor evaluates the reasons, rewrite them as needed.

May be photocopied for student use.

29. **Study** ____ the Information Sheet, objective 20.

Optional: Listen ____ to an agricultural education student give a set of oral reasons for placings. Determine if the correct terminology was used.

Optional: Ask ____ your instructor why learning to give oral reasons will be advantageous.

30. **Study** ____ the Information Sheet, objective 21.

Optional: Record ____ your oral reasons for placings on audio or video tape and view your own performance.

Optional: Invite ____ a university student involved in judging to demonstrate the acceptable style of giving oral reasons for placings.

31. **Do** ____ Assignment Sheet 2.

32. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

33. **Do** ____ Assignment Sheet 3.

34. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

35. **Do** ____ Assignment Sheet 4.

36. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

37. **Do** ____ Assignment Sheet 5.

38. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

39. **Do** ____ Assignment Sheet 6.

40. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

41. **Do** ____ Assignment Sheet 7.

42. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

43. **Do** ____ Assignment Sheet 8.

44. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

45. **Do** ____ Assignment Sheet 9.

46. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

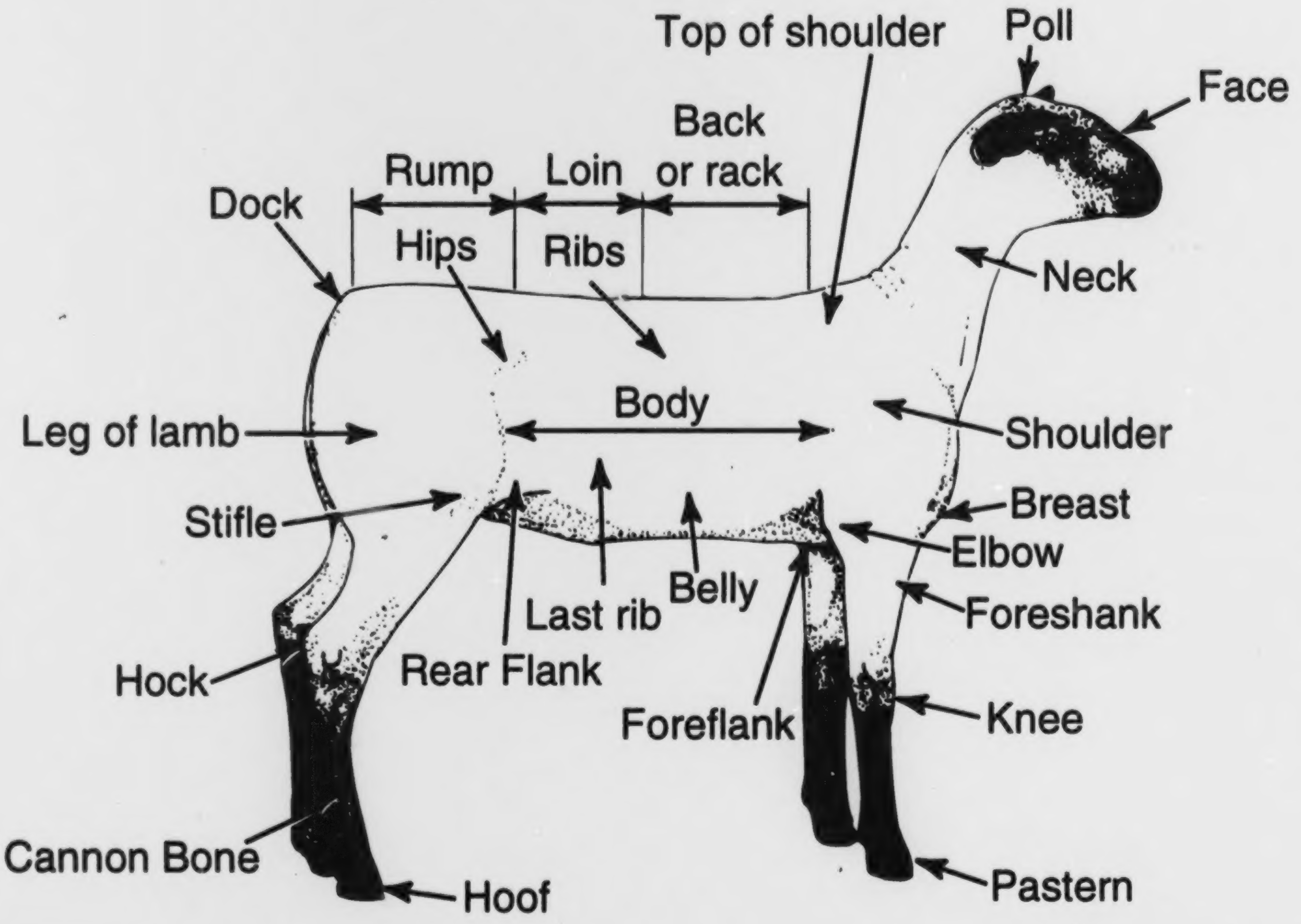
47. **Do** ____ Assignment Sheet 10.

48. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

49. **Take** ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

Parts of a Sheep

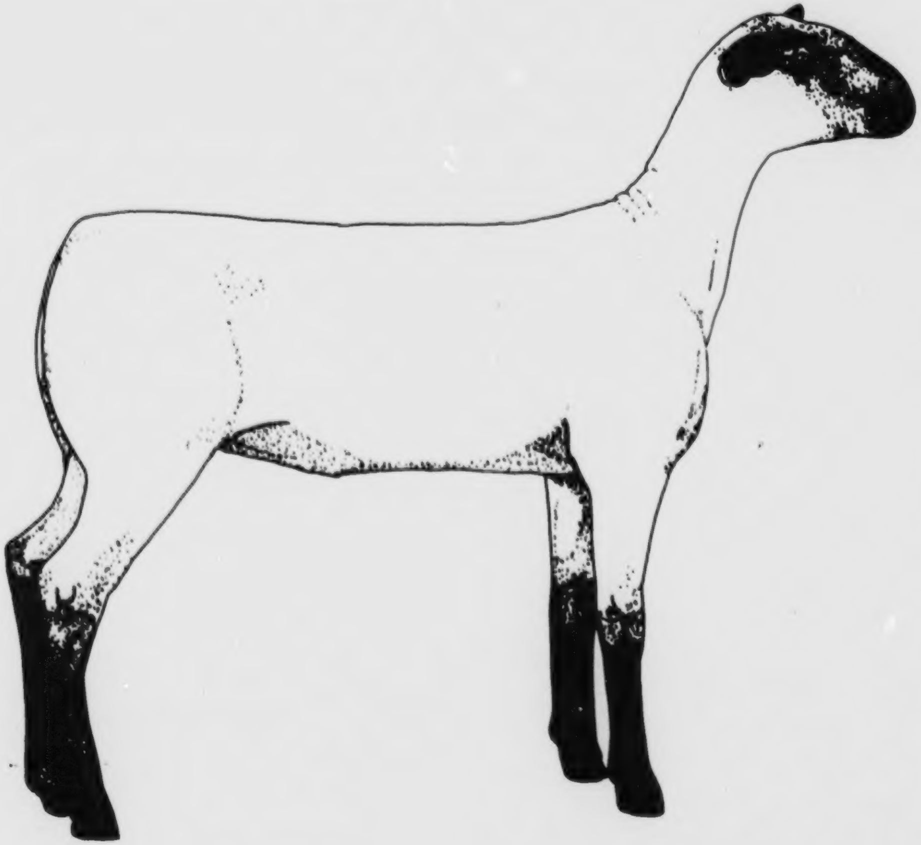

Top of shoulder
Poll
Face
Back
or rack
Rump
Loin
Dock
Hips
Ribs
Neck
Body
Leg of lamb
Shoulder
Breast
Stifle
Elbow
Belly
Last rib
Foreshank
Hock
Rear Flank
Foreflank
Knee
Cannon Bone
Hoof
Pastern

May be photocopied for student use.

INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 1 - CIMC - D4 - 1

TM 1

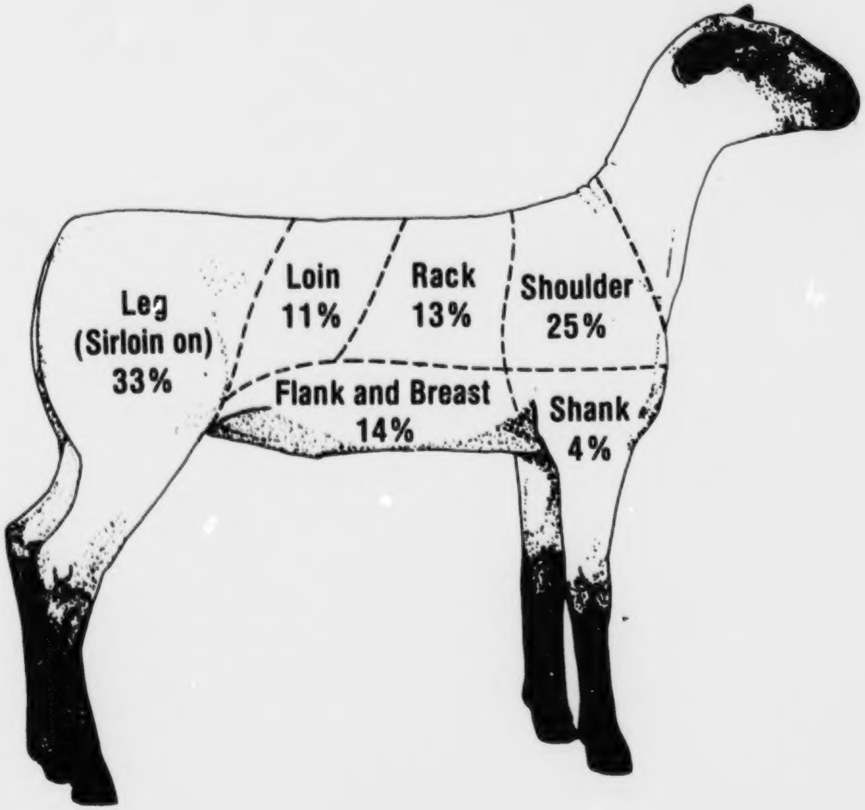
Ideal Market Lamb



May be photocopied for student use

INSTRUCTOR'S RESOURCE PACKAGE · Agriculture I
TRANSPARENCY MASTER 2 - CIMC · D4 · 1

Wholesale Cuts of Lamb and Percentages of Total Carcass Yield

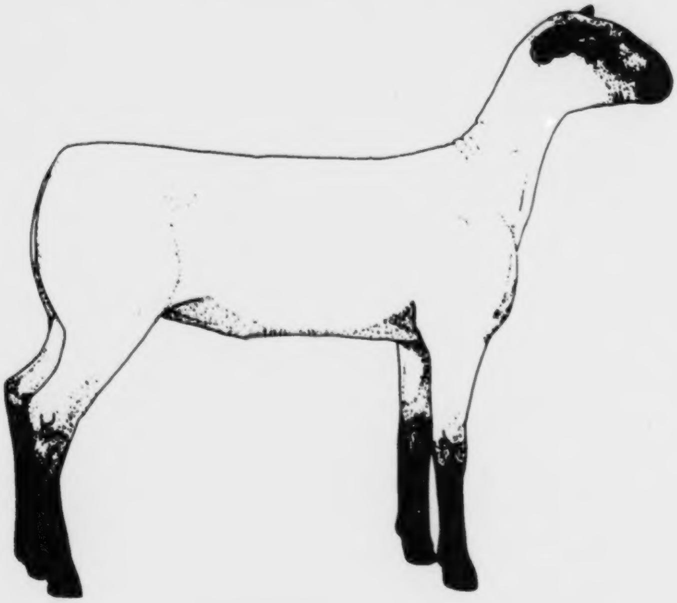

Leg (Sirloin on) 33%
Loin 11%
Rack 13%
Shoulder 25%
Flank and Breast 14%
Shank 4%

May be photocopied for student use.

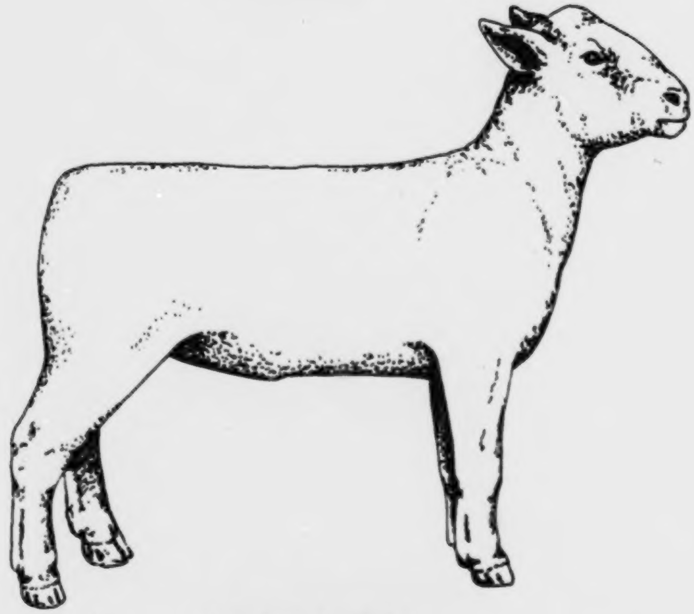
INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 3 - **CIMC** - D4 - 1

TM 3

Desirable and Undesirable Lambs



Desirable



Undesirable

May be photocopied for student use.

WRITTEN TEST

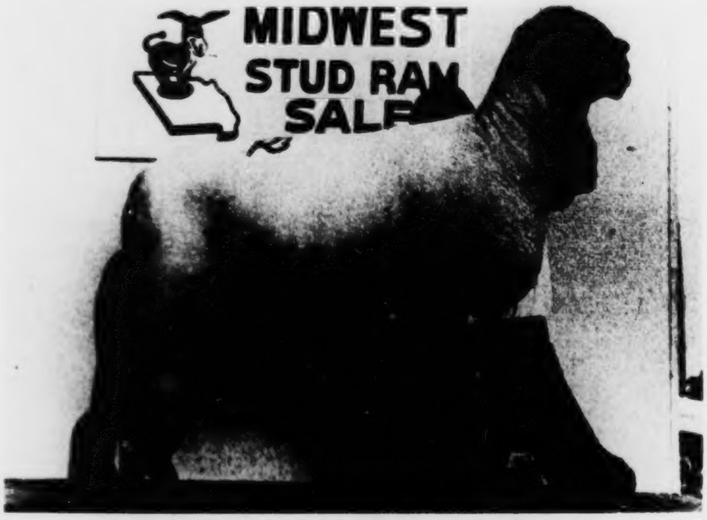
SHEEP BREEDS AND SELECTION

D4

Name ______________________ Date __________ Score ____

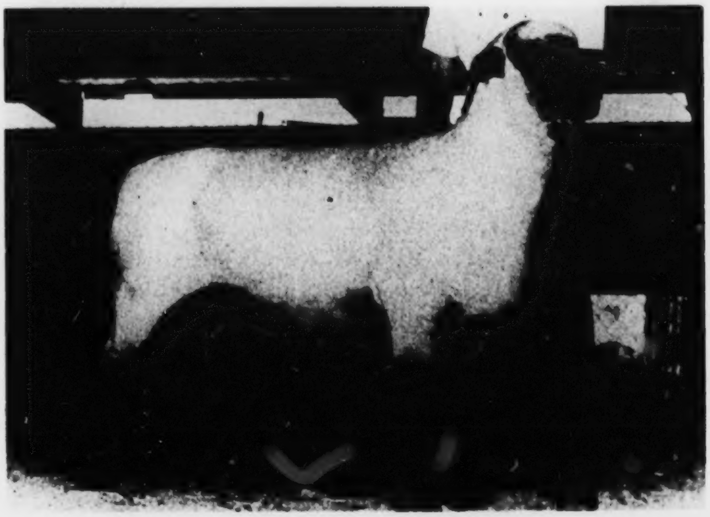
OBJECTIVE 1

Identify major breeds of sheep. Write your answers in the blanks provided.

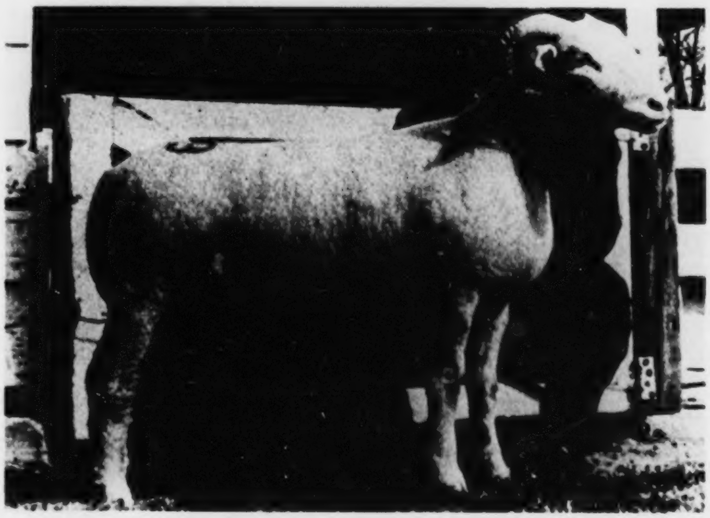


1. ____

May be photocopied for student use.

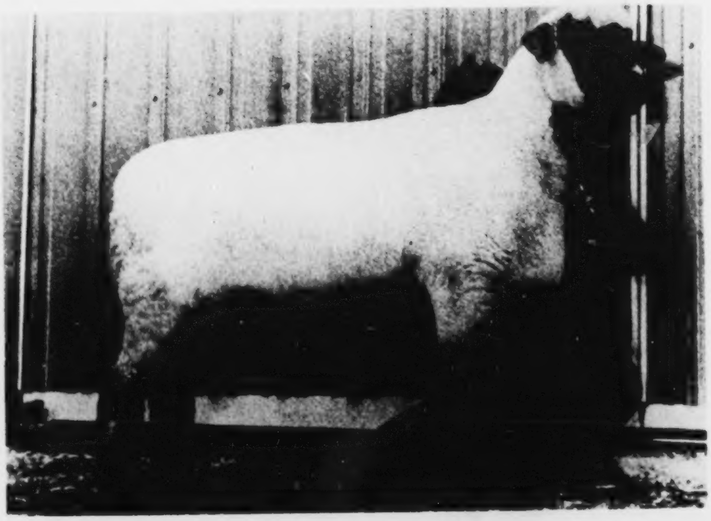


2. ____

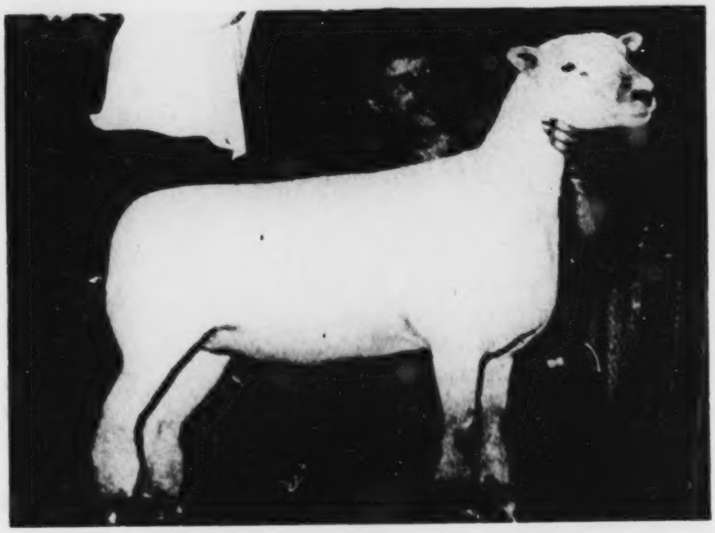


3. ____

May be photocopied for student use.

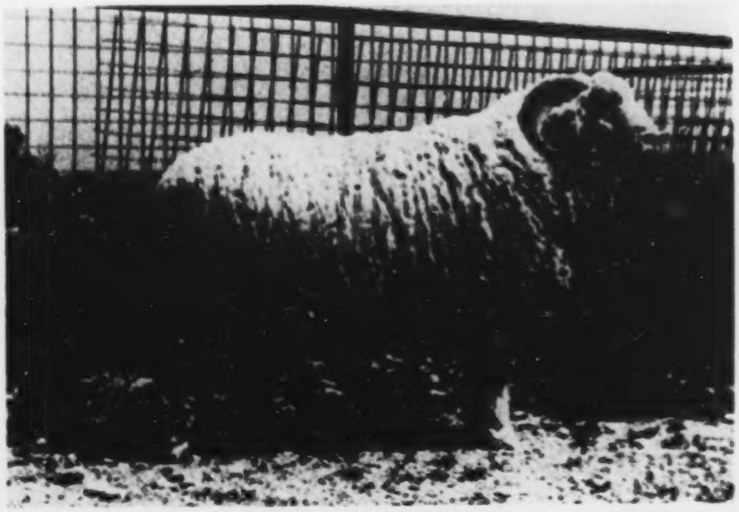


4. ____



5. ____

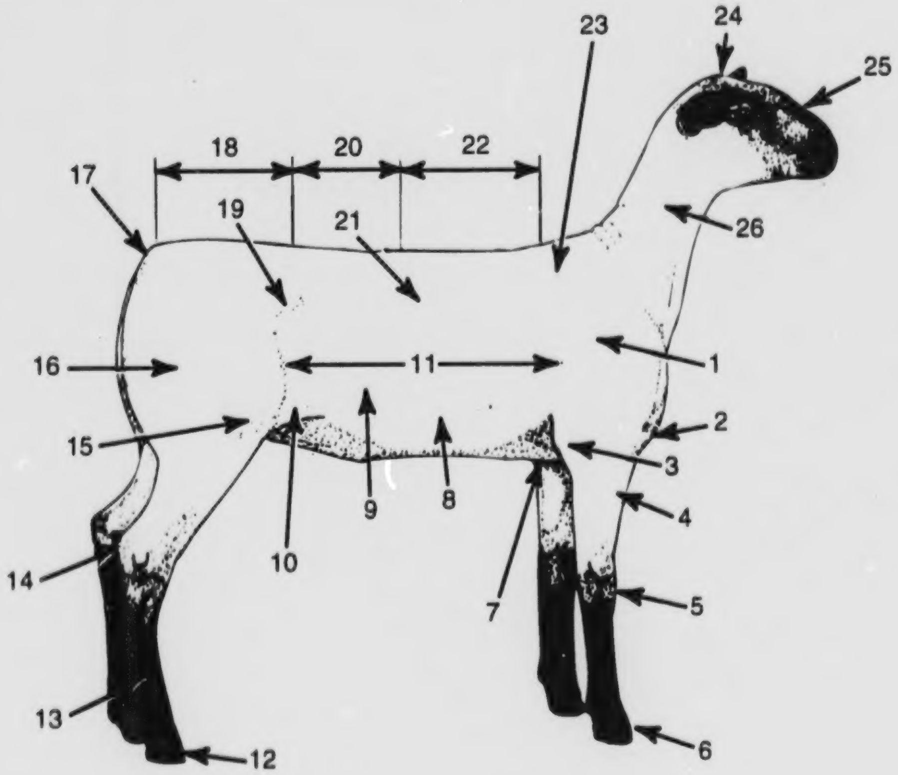
May be photocopied for student use.



6. ______________________________

May be photocopied for student use.

OBJECTIVE 2 **Label the parts of a sheep.** Write your answers in the corresponding blanks.



23
24
25
18
20
22
17
19
21
26
16
11
1
2
15
3
9
8
4
10
14
5
7
13
12
6

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

May be photocopied for student use. 602

8. ______________________________

9. ______________________________

10. ______________________________

11. ______________________________

12. ______________________________

13. ______________________________

14. ______________________________

15. ______________________________

16. ______________________________

17. ______________________________

18. ______________________________

19. ______________________________

20. ______________________________

21. ______________________________

22. ______________________________

23. ______________________________

24. ______________________________

25. ______________________________

26. ______________________________

OBJECTIVE 3

Select from a list the characteristics of the ideal market lamb. Write an "X" in the blank before terms before each correct answer.

_____ 1. Moderately long and tall

_____ 2. Moderately muscled

_____ 3. Correct finish of 0.3 to 0.4 inch over rib eye

May be photocopied for student use.

____ 4. Long in loin and rump

____ 5. Clean and trim in neck and shoulder with tight skin

____ 6. Correct set of feet and legs

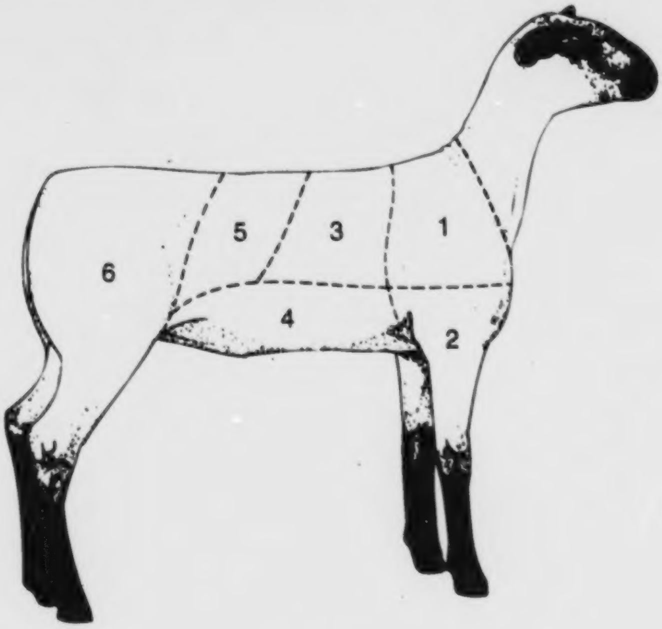
OBJECTIVE 4

List desirable characteristics of breeding sheep. Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 5

Label wholesale cuts of lamb with their proper names and desired percentages of total carcass yield. Write correct names and percentages in the blanks provided.



604

May be photocopied for student use.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

OBJECTIVE 6

Define livestock judging. Write your answer in the blanks provided.

- ______________________________

  ____

OBJECTIVE 7

Match to their correct definitions terms associated with livestock judging. Write the letters of your answers in the blanks provided.

A. balance
B. meatiness
C. eye appeal
D. trim
E. tight-framed
F. sound
G. growthiness
H. general appearance
I. rugged
J. type
K. breed character
L. femininity
M. masculinity
N. scale
O. quality
P. grant

_____ 1. Correct on feet and legs

_____ 2. Traits distinguishing a male from a female

_____ 3. Having large bones and frame

_____ 4. General term commonly defined as a combination of characteristics that make an animal useful for a specific purpose

_____ 5. Condition of having appropriate size and weight for age

May be photocopied for student use.

_____ 6. Size of an animal as determined by skeletal structure

_____ 7. Traits that distinguish one breed from another

_____ 8. Traits distinguishing a female from a male

_____ 9. Free of excess finish or fat

_____ 10. High proportion of muscle volume in areas of high-priced cuts

_____ 11. Overall smoothness, blending of shoulders, and refinement of head and bone

_____ 12. Ability of an animal to "hold itself together" as indicated by strength of top, tightness of shoulders, and squareness of feet and leg placement

_____ 13. Impression relative to an ideal, gained from looking at sheep from a distance of 25 to 30 feet

_____ 14. Blending of the parts

_____ 15. Recognition that an animal has desirable traits, but that these traits are not acceptable to be used any higher in class

_____ 16. Overall appearance of style, balance, and type in relation to an ideal

OBJECTIVE 8

Select from a list major factors to consider in judging breeding sheep. Write an "X" in the blank before each correct factor.

_____ 1. General appearance

_____ 2. Quality

_____ 3. Fleece

_____ 4. Size and weight as related to age

_____ 5. Natural muscling

_____ 6. Type

May be photocopied for student use.

OBJECTIVE 9

Select from a list major factors to consider in judging market lambs. Write an "X" in the blank before each correct factor.

____ 1. Type

____ 2. Covering

____ 3. Quality

____ 4. Finish

____ 5. Sex

____ 6. Weight

____ 7. Dressing percent

____ 8. Muscling

OBJECTIVE 10

Arrange in order the procedures to follow in handling sheep for judging. Write a "1" before the first step, a "2" before the second step, and so on.

____ Check shoulder width and covering.

____ Check width and length of loin.

____ Check covering and strength of top from rump to top of shoulder.

____ Check depth of twist.

____ Check width and length of rump.

____ Check thickness of leg.

OBJECTIVE 11

List the areas of a lamb that have fat covering. Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________

607

May be photocopied for student use.

OBJECTIVE 12

State procedures for catching sheep. Write your answers in the blanks provided.

1. ______________________________

2. ______________________________

3. ______________________________

OBJECTIVE 13

State procedures for holding sheep. Write your answers in the blanks provided.

1. ______________________________

2. ______________________________

OBJECTIVE 14

Distinguish between selected sheep-judging terms for desirable and undesirable traits. Write a "D" in the blank before each desirable trait and a "U" in the blank before each undesirable trait.

Market Sheep

_____ 1. A large, growthy lamb

_____ 2. A short-coupled lamb

_____ 3. A short-hindsaddled lamb

_____ 4. A tall, upstanding wether

_____ 5. Yield a heavier-muscled carcass

_____ 6. A carcass with a low percent of leg and loin

_____ 7. Yield a trimmer, higher-cutability carcass

_____ 8. A carcass with a low percent of leg and loin

_____ 9. A fat, low-cutability carcass

May be photocopied for student use.

Breeding Sheep

____ 1. A small, early-maturing ewe

____ 2. More open-faced

____ 3. A light-boned, crooked-legged ewe

____ 4. A bigger-volumed ewe with more total capacity

____ 5. A deeper, wider-chested ewe, indicating more substance and volume

OBJECTIVE 15

State the purpose of the FFA placing card. Write your answers in the blanks provided.

- ____________________
- ____________________
- ____________________

OBJECTIVE 16

List the steps involved in computing placing scores. Write your answers in the blanks provided.

1. ____________________
2. ____________________
3. ____________________
4. ____________________

OBJECTIVE 17

Evaluated on Assignment Sheet 1

OBJECTIVE 18

State the purpose of giving reasons for placings. Write your answers in the blanks provided.

- ____________________
  ____

May be photocopied for student use.

OBJECTIVE 19

Arrange in order steps to follow in taking notes for oral reasons for placings. Write a "1" in the blank before the first step, a "2" before the second step, and so on.

_____ Write your placings at the top of the page.

_____ Take notes on each animal to identify strong points and criticisms of each.

_____ Identify the class.

_____ Write the numbers 1 through 4 down the side of the page, leaving approximately three lines between the numbers.

_____ Take notes by pairs, giving advantages as well as grants.

OBJECTIVE 20

Select from a list techniques for presenting oral reasons for placings. Write an "X" in the blank before each correct answer.

_____ 1. Speak with a clear, powerful voice.

_____ 2. Never carry notes into the reason room.

_____ 3. Stay within the allotted two minutes.

_____ 4. Use five terms in succession.

_____ 5. Carry notes into the reason room.

_____ 6. Open reasons with a precise opening statement.

_____ 7. Talk for more than two minutes.

_____ 8. Stand 4 to 8 feet from the reason-taker.

_____ 9. Avoid body movement.

_____ 10. Look the reason-taker squarely in the eye.

_____ 11. Talk in a firm voice, without shouting.

_____ 12. Avoid looking at the reason-taker.

_____ 13. Use identification characteristics whenever possible to let the reason-taker know that you did see the class.

May be photocopied for student use.

____ 14. Never conclude reasons with, "For these reasons, I placed this class . . ."

____ 15. Stand within 2 feet of the reason-taker.

____ 16. Use good voice control, both in speed and volume.

____ 17. Stand erect, with feet aligned with shoulders.

____ 18. Use a soft voice.

____ 19. Present the reason-taker with an accurate picture of animal.

____ 20. Avoid using more than three terms in succession.

OBJECTIVE 21 **Arrange in order steps to follow in presenting oral reasons for placings.** Write an "1" in the blank before the first step, a "2" before the second step, and so on.

____ Discuss the top pair.

____ Present opening remarks.

____ Discuss the middle pair.

____ Discuss the bottom pair.

OBJECTIVE 22 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 23 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 24 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 25 **Evaluated on Assignment Sheet 5.**

OBJECTIVE 26 **Evaluated on Assignment Sheet 6.**

OBJECTIVE 27 **Evaluated on Assignment Sheet 7.**

May be photocopied for student use.

OBJECTIVE 28 **Evaluated on Assignment Sheet 8.**

OBJECTIVE 29 **Evaluated on Assignment Sheet 9.**

OBJECTIVE 30 **Evaluated on Assignment Sheet 10.**

May be photocopied for student use.

LAP SHEET

DAIRY BREEDS AND SELECTION

D5

Name ________________________________

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

Optional: Watch ____ the video *Livestock Breeds.*

Optional: Collect ____ pictures of cows from dairy publications to use at a later time.

Optional: Develop ____ a bulletin board using pictures collected.

6. **Study** ____ the Information Sheet, objective 2.

7. **Ask** ____ your instructor to show the transparency showing the parts of a dairy cow.

8. **Ask** ____ your instructor to discuss the three parts of the back of the cow.

9. **Study** ____ the Information Sheet, objective 3.

May be photocopied for student use.

10. **Ask** ____ your instructor to discuss the importance of milking cows that produce large quantities of milk.

11. **Ask** ____ your instructor to explain the importance of butterfat in marketing milk.

12. **Study** ____ the Information Sheet, objective 4.

Optional: Read ____ the portions of *Techniques of Judging Dairy Cattle* indicated by your instructor.

Optional: Ask ____ your instructor to show you information about Hoard's dairy judging contest.

Optional: Invite ____ an agricultural education student to discuss judging with you.

Optional: Interview ____ a local dairy producer about how to analyze an animal's individual traits.

13. **Study** ____ the Information Sheet, objective 5.

Optional: Watch ____ selected portions of the video *The Dairy Cow*.

Optional: View ____ photographs of cows to help clarify terms.

14. **Study** ____ the Information Sheet, objective 6.

Optional: Read ____ the pamphlet *Dairy Cattle Judging* by Clifford Burton.

15. **Ask** ____ your instructor to discuss why the traits are classified as desirable or undesirable.

Optional: Ask ____ your instructor to demonstrate how to tie terms into phrases.

May be photocopied for student use.

16. **Study**	____	the Information Sheet, objective 7.
Optional: Ask	____	your instructor to explain why the dairy-type evaluation system was developed and how it works.
Optional: Evaluate	____	dairy cattle in the photographs collected previously using the dairy-type evaluation system.
Optional: Ask	____	your instructor for a copy of the dairy-type evaluation system.
17. **Study**	____	the Information Sheet, objective 8.
18. **Ask**	____	your instructor to show you a transparency showing the general appearance of a dairy cow.
19. **Ask**	____	your instructor to show you a transparency showing dairy character.
20. **Ask**	____	your instructor to show you a transparency that illustrates body capacity.
Optional: Write	____	a short paper discussing the mammary system.
21. **Study**	____	the Information Sheet, objective 9.
Optional: Ask	____	your instructor for a copy of the Dairy Cow Unified Score Card and identify the four major parts.
22. **Study**	____	the Information Sheet, objective 10.
Optional: Ask	____	your instructor to explain how the FFA placing card is used. Write a card with your instructor's help.
23. **Study**	____	the Information Sheet, objective 11.
Optional: Practice	____	computing placing scores.
24. **Do**	____	Assignment Sheet 1.
25. **Stop**	____	and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

26. **Study** ____ the Information Sheet, objective 13.

Optional: Ask ____ your instructor to explain the importance of learning to give livestock reasons.

27. **Study** ____ the Information Sheet, objective 14.

Optional: Ask ____ a member of the judging team to demonstrate how to take notes for oral reasons.

28. **Study** ____ the Information Sheet, objective 15.

Optional: Listen ____ while another student or your instructor gives a set of oral reasons for placings. Verify if correct terminology was used.

29. **Study** ____ the Information Sheet, objective 16.

Optional: Record ____ your set of oral reasons for placings and evaluate your own performance.

Optional: Invite ____ a university student involved in judging to demonstrate the present acceptable style of giving oral reasons for placings.

30. **Do** ____ Assignment Sheet 2.

31. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

32. **Do** ____ Assignment Sheet 3.

33. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

34. **Do** ____ Assignment Sheet 4.

Optional: Watch ____ the video *Judging The Dairy Cow.*

35. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

36. Do ____ Assignment Sheet 5.

37. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

38. Do ____ Assignment Sheet 6.

39. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

40. Do ____ Assignment Sheet 7.

41. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

42. Do ____ Assignment Sheet 8.

43. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

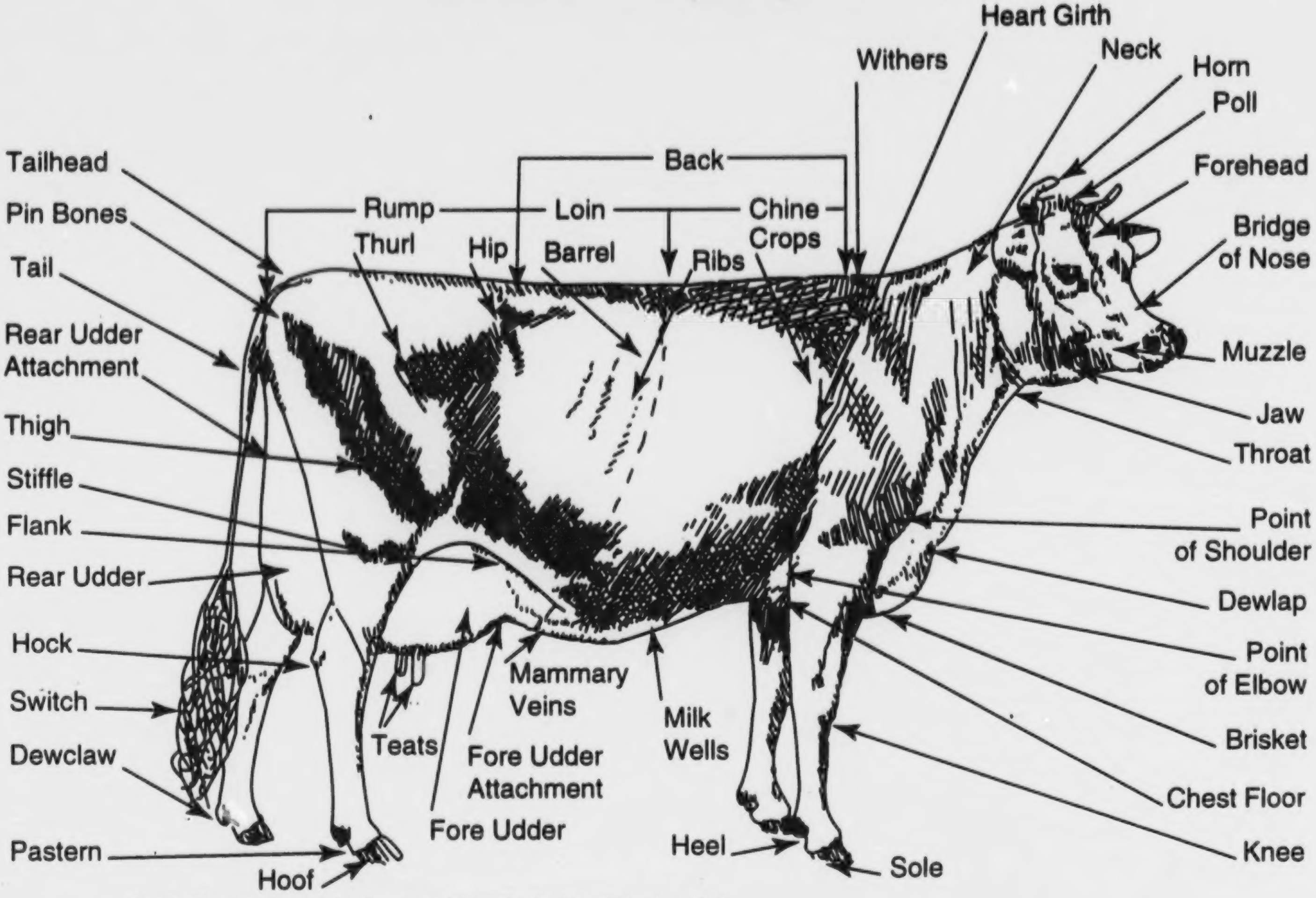
44. Do ____ Assignment Sheet 9.

45. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

46. Take ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

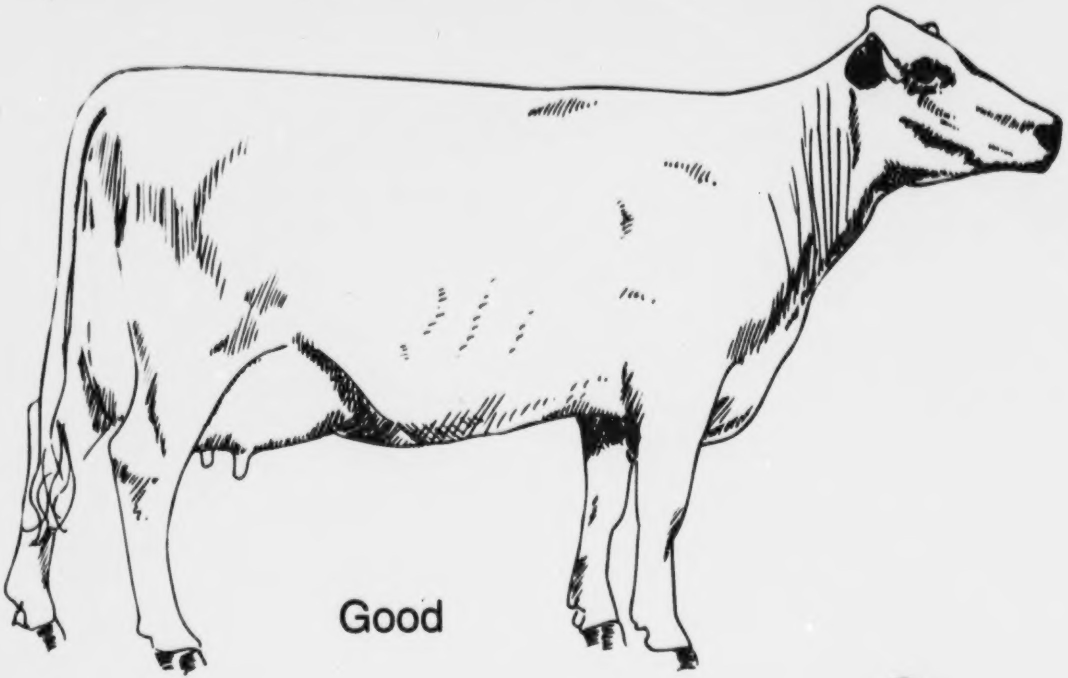
Parts of a Dairy Cow


Heart Girth
Withers
Neck
Horn
Poll
Forehead
Back
Tailhead
Rump
Loin
Chine
Pin Bones
Thurl
Hip
Barrel
Ribs
Crops
Bridge of Nose
Tail
Rear Udder Attachment
Muzzle
Jaw
Thigh
Throat
Stiffle
Flank
Point of Shoulder
Rear Udder
Dewlap
Hock
Mammary Veins
Point of Elbow
Switch
Milk Wells
Teats
Brisket
Dewclaw
Fore Udder Attachment
Chest Floor
Fore Udder
Heel
Knee
Pastern
Sole
Hoof

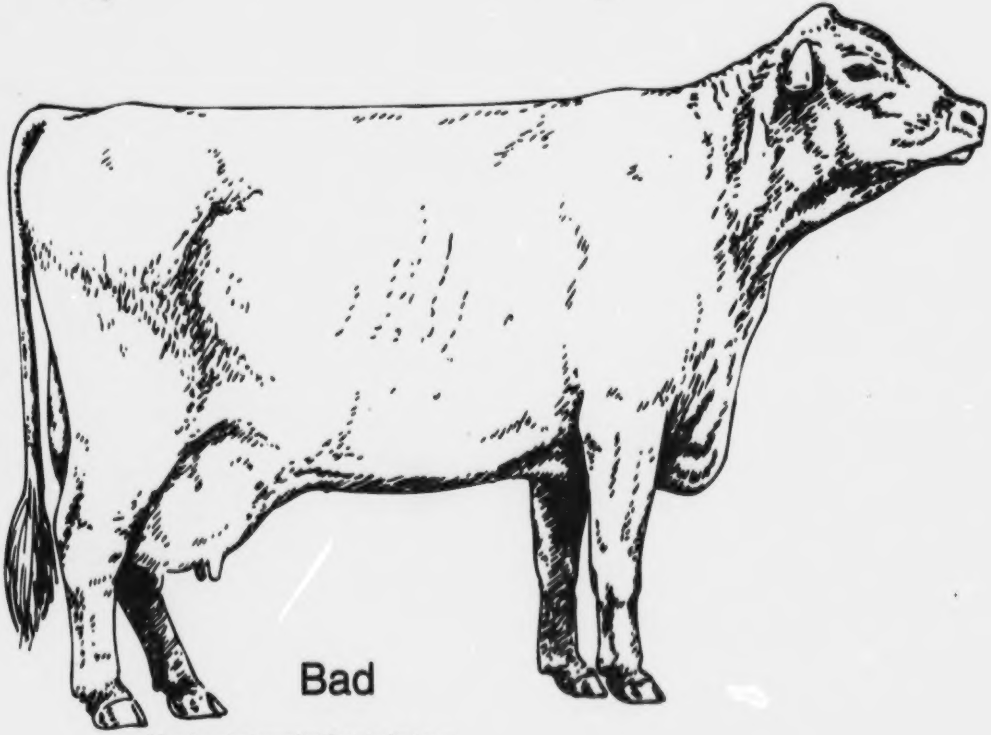
Used with permission of the American Jersey Cattle Club, Columbus, Ohio.

May be photocopied for student use.

General Appearance of a Dairy Cow



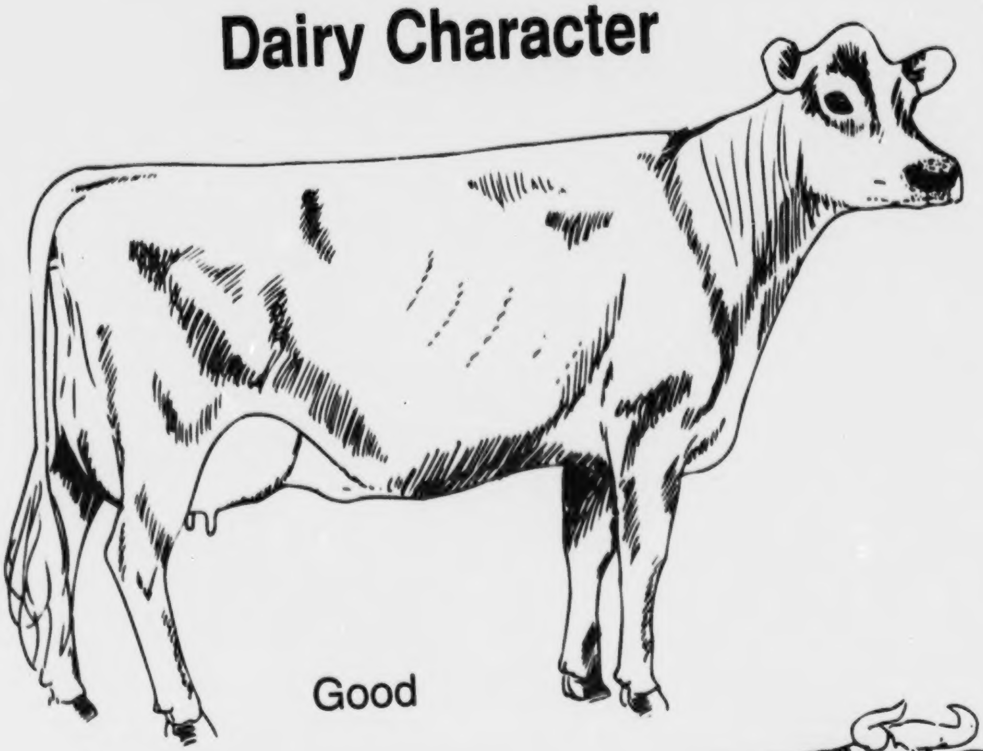
Good



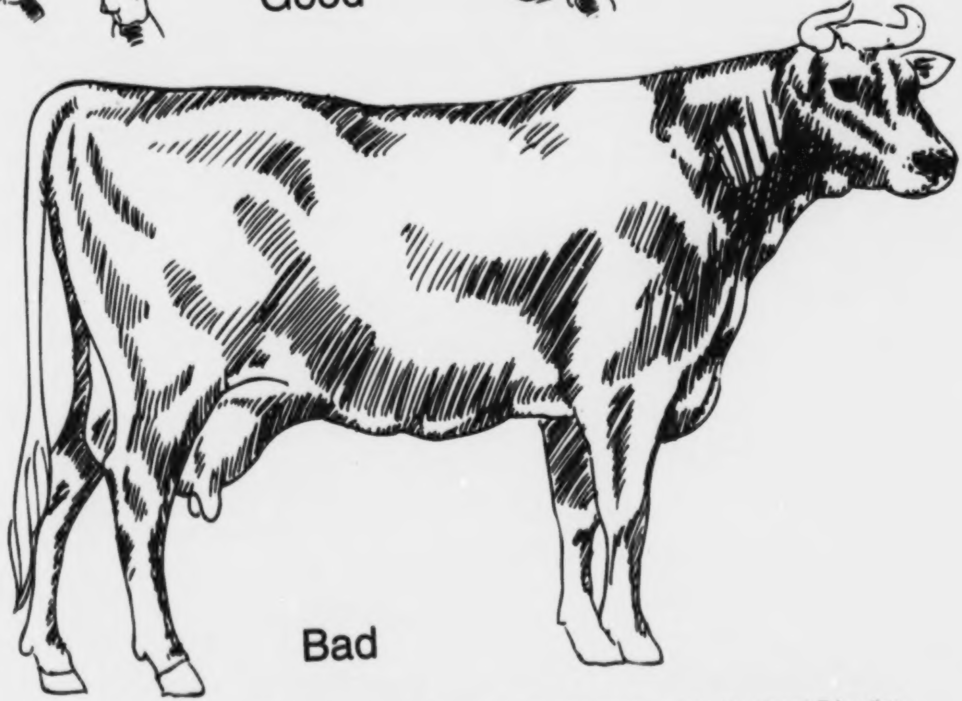
Bad

May be photocopied for student use.

Dairy Character



Good

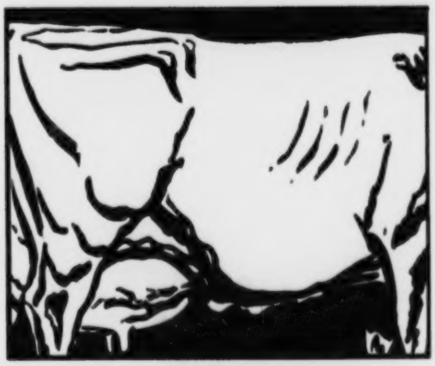


Bad

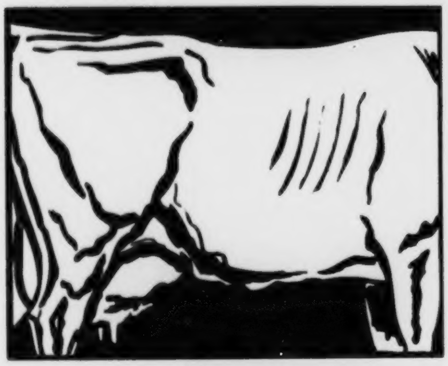
Lower illustration used with permission of the Idaho State Board for Vocational Education.

May be photocopied for student use.

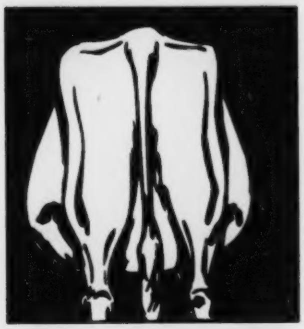
Body Capacity



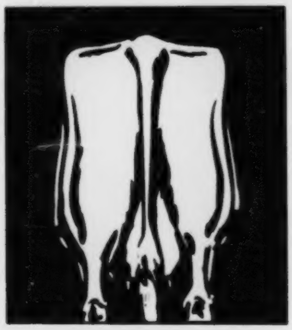
Good



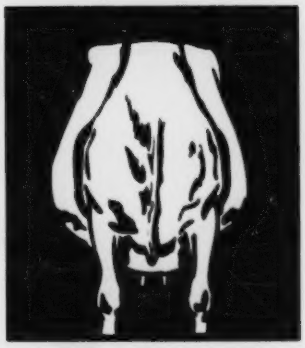
Poor

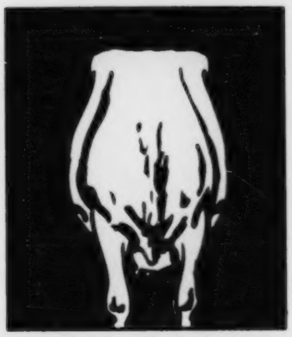


Good



Poor





Used with permission of the Idaho State Board for Vocational Education.

May be photocopied for student use.

WRITTEN TEST

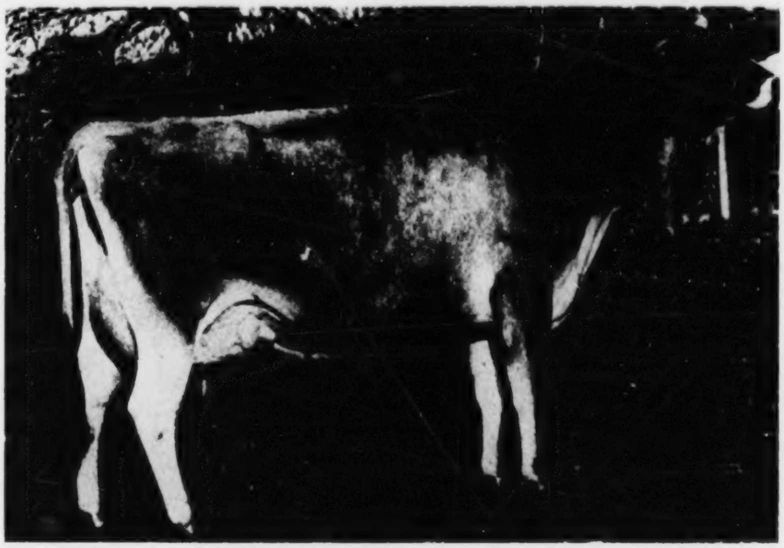
DAIRY BREEDS AND SELECTION

D5

Name ________________________ Date ________ Score ___

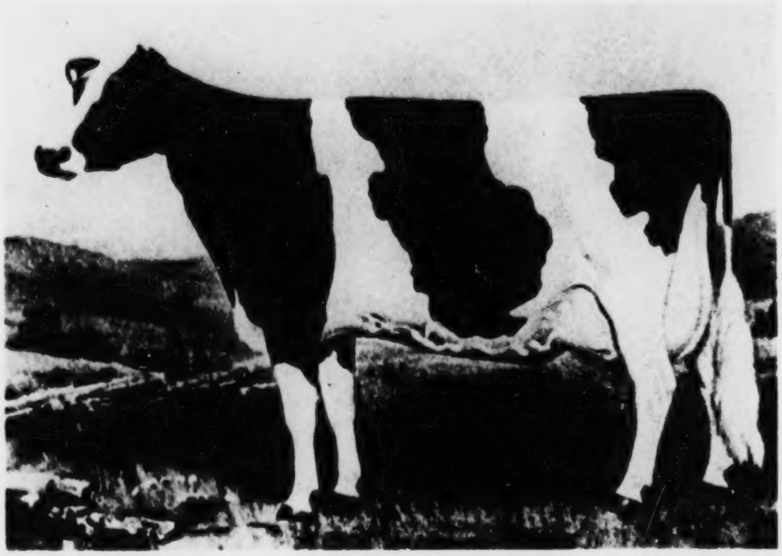
OBJECTIVE 1

Identify major breeds of dairy cattle. Write your answers in the blanks provided.

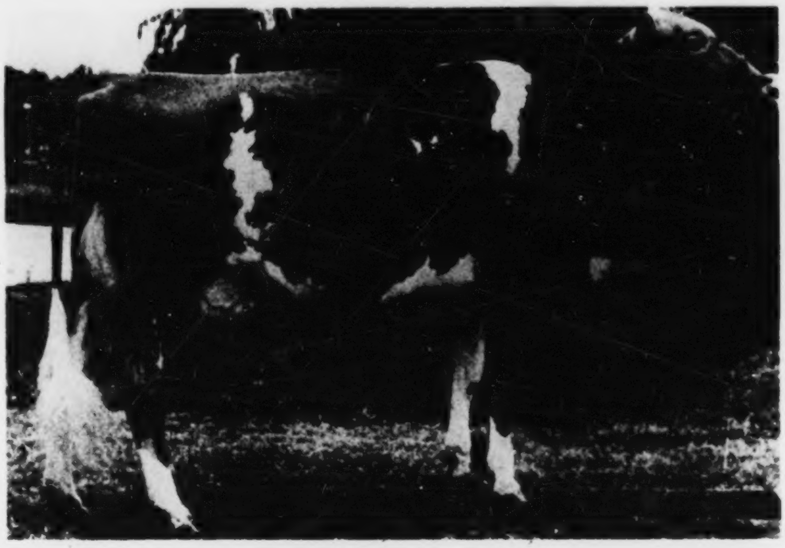


1. ____

May be photocopied for student use.



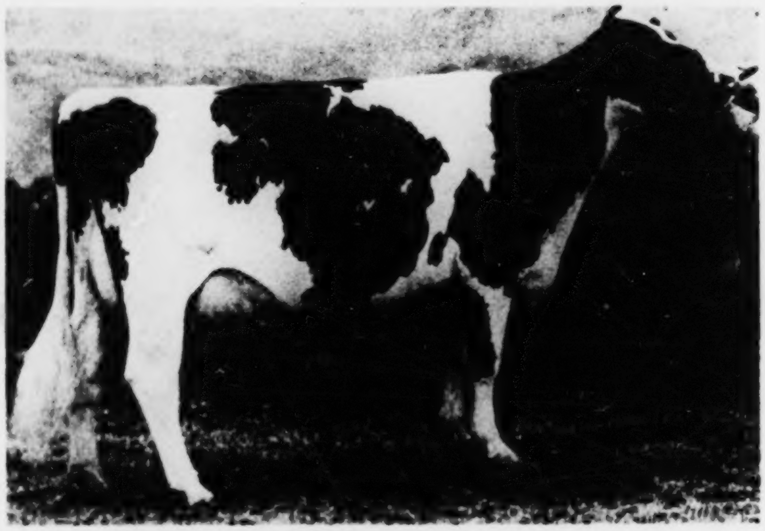
2. ______________________________



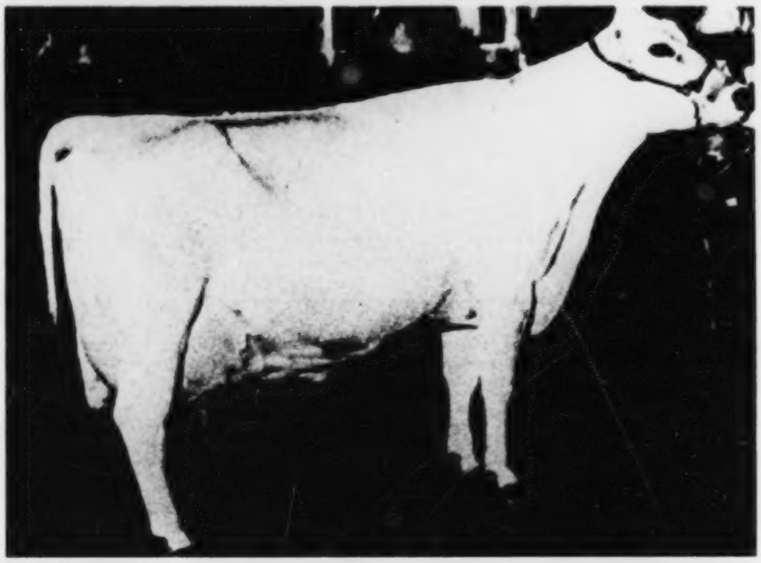
3. ______________________________

G24

May be photocopied for student use.



4. ______________________________

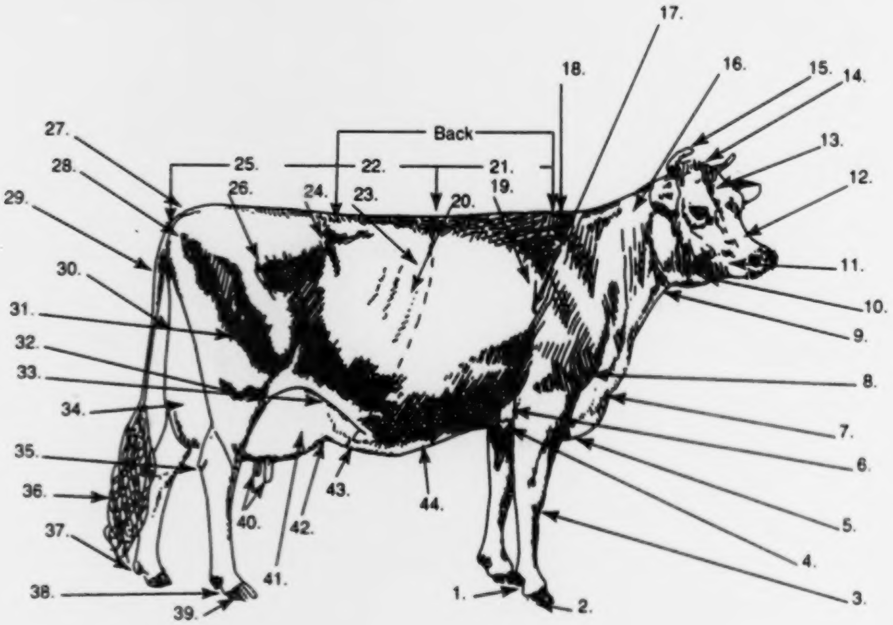


5. ______________________________

625

May be photocopied for student use.

OBJECTIVE 2 **Label the parts of a dairy cow.** Write your answers in the blanks provided.



Back
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.
30.
31.
32.
33.
34.
35.
36.
37.
38.
39.
40.
41.
42.
43.
44.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

11. ____________________

May be photocopied for student use.

12. ____________________

13. ____________________

14. ____________________

15. ____________________

16. ____________________

17. ____________________

18. ____________________

19. ____________________

20. ____________________

21. ____________________

22. ____________________

23. ____________________

24. ____________________

25. ____________________

26. ____________________

27. ____________________

28. ____________________

29. ____________________

30. ____________________

31. ____________________

32. ____________________

33. ____________________

34. ____________________

35. ____________________

36. ____________________

37. ____________________

May be photocopied for student use.

38. ____________________

39. ____________________

40. ____________________

41. ____________________

42. ____________________

43. ____________________

44. ____________________

OBJECTIVE 3

Match breeds of dairy cattle to their yearly production averages. Write your answers in the blanks provided. Answers may be used more than once.

A. Holstein
B. Ayrshire
C. Jersey
D. Brown Swiss
E. Guernsey

National

____ 1. 13,000 to 13,030 pounds milk

____ 2. 13,031 to 14,000 pounds milk

____ 3. 14,001 to 15,500 pounds milk

____ 4. 19,000 to 19,500 pounds milk

____ 5. 3.50 to 3.90% butterfat

____ 6. 3.91 to 4.00% butterfat

____ 7. 4.01 to 4.10% butterfat

____ 8. 4.11 to 4.65% butterfat

____ 9. 4.66 to 5.00% butterfat

____ 10. 500 to 575 pounds butterfat

____ 11. 576 to 650 pounds butterfat

____ 12. 651 to 730 pounds butterfat

May be photocopied for student use.

State

____ 1. 12,000 to 12,500 pounds milk

____ 2. 12,501 to 13,000 pounds milk

____ 3. 13,001 to 14,000 pounds milk

____ 4. 15,000 to 16,000 pounds milk

____ 5. 3.0 to 3.5% butterfat

____ 6. 3.6 to 4.0% butterfat

____ 7. 4.1 to 5.0% butterfat

____ 8. 500 to 550 pounds butterfat

____ 9. 551 to 600 pounds butterfat

OBJECTIVE 4

Define dairy judging. Write your answer in the blanks provided.

- ____

____

OBJECTIVE 5

Match terms associated with dairy cattle judging to their correct definitions. Write your answers in the blanks provided.

A. quality
B. sickle-hocked
C. refinement
D. cow-hocked
E. quantity
F. spring of rib
G. soundness
H. post-legged
I. masculinity
J. femininity
K. blending of parts
L. breed character
M. scale
N. grant
O. balance of symmetry
P. type
Q. clean

____ 1. Rear legs turned so that hocks are close together and feet point out when viewed from the rear

____ 2. Combination of characteristics that make an animal most useful for a specific purpose

_____ 3. Rear legs too curved when viewed from the side

_____ 4. Proper proportions and blending of parts

_____ 5. Rear legs too straight when viewed from the side

_____ 6. Overall smoothness, blending of shoulders, and refinement of head and bone

_____ 7. Amount ribs arch out from the backbone

_____ 8. Quality of being correct on the feet and legs

_____ 9. Size of the animal as determined by skeletal structure

_____ 10. Free from fat

_____ 11. Traits that distinguish one breed from another

_____ 12. Traits distinguishing a female from a male

_____ 13. Traits distinguishing a male from a female

_____ 14. Recognition that an animal has desirable traits but that those traits are not acceptable to be used any higher in the class

OBJECTIVE 6

Distinguish between dairy cattle judging terms for desirable and undesirable traits. Write an "X" in the blank before each desirable trait.

_____ 1. Small, shallow udder

_____ 2. Teats of uniform size

_____ 3. Showing more quality and texture

_____ 4. Poor quality and texture

_____ 5. More spring to the foreribs

_____ 6. Deeper in the heart

_____ 7. Short-bodied

_____ 8. Shallow in the flank

_____ 9. More open in the rib

May be photocopied for student use.

630

____ 10. More dairy-like

____ 11. More milky appearance

____ 12. Thicker in the thighs

____ 13. Carrying excess flesh

____ 14. Rough in hips and pins

OBJECTIVE 7

List traits classified by the dairy-type evaluation system. Write six traits in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 8

Select from a list factors to consider in selecting dairy cattle. Write an "X" in the blank before each correct answer.

____ 1. Body capacity

____ 2. Birth weight

____ 3. Dairy character

____ 4. Udder

____ 5. Feed conversion

____ 6. General appearance

May be photocopied for student use.

OBJECTIVE 9 **Explain the purpose of the Dairy Cow Unified Score Card.** Write your answer in the blanks provided.

- ____

  ____

OBJECTIVE 10 **State the purpose of the FFA placing card.** Write your answers in the blanks provided.

- ____
- ____
- ____

OBJECTIVE 11 **List the steps involved in computing placing scores.** Write your answers in the blanks provided.

- ____
- ____
- ____
- ____

OBJECTIVE 12 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 13 **State the purpose of giving reasons for placings.** Write your answer in the blanks provided.

- ____

  ____

May be photocopied for student use.

OBJECTIVE 14

Arrange in order steps to follow in taking notes for oral reasons for placings. Write a "1" before the first step, a "2" before the second step and so on.

____ Write your placings at the top of the page.

____ Take notes on each animal to identify strong points and criticisms of each.

____ Identify the class.

____ Write the numbers 1 through 4 down the side of the page, leaving approximately three lines between the numbers.

____ Take notes by pairs, giving advantages as well as grants.

OBJECTIVE 15

Select from a list techniques for presenting oral reasons for placings. Write an "X" in the blank before each correct answer.

____ 1. Speak with a clear, powerful voice.

____ 2. Use five terms in succession.

____ 3. Carry notes into the reason room.

____ 4. Open reasons with a precise opening statement.

____ 5. Use more than 2 minutes to give reasons.

____ 6. Stand 4 to 8 feet away from the reason-taker.

____ 7. Avoid body movement.

____ 8. Look the reason-taker squarely in the eye.

____ 9. Talk in a firm voice, without shouting.

____ 10. Conclude reasons with "For these reasons I placed this class . . ."

____ 11. Present the reason-taker with an accurate picture of the animal.

May be photocopied for student use.

____ 12. Stand erect, with feet aligned with shoulders.

____ 13. Use identification characteristics whenever possible to let the reason-taker know that you saw the class.

____ 14. Use good voice control, both in speed and volume.

OBJECTIVE 16 **Arrange in order steps to follow in presenting oral reasons for placings.** Write a "1" before the first step, a "2" before the second step and so on.

____ Discuss top pair

____ Present opening statement

____ Discuss middle pair

____ Discuss bottom pair

OBJECTIVE 17 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 18 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 19 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 20 **Evaluated on Assignment Sheet 5.**

OBJECTIVE 21 **Evaluated on Assignment Sheet 6.**

OBJECTIVE 22 **Evaluated on Assignment Sheet 7.**

OBJECTIVE 23 **Evaluated on Assignment Sheet 8.**

OBJECTIVE 24 **Evaluated on Assignment Sheet 9.**

May be photocopied for student use.

LAP
SHEET

LIGHT HORSE BREEDS AND SELECTION

D6

Name ____

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

Optional: Ask ____ your instructor to show you the video *From the Beginning* about the formation of the American Quarter Horse Association.

Optional: Build ____ a bulletin board using pictures of different breeds.

6. **Study** ____ the Information Sheet, objective 2.

7. **Ask** ____ your instructor to show the transparency showing the parts of a horse. Learn the correct terminology.

Optional: Look ____ at photographs of horses. Study the different body conformations.

Optional: Ask ____ your instructor to show you the video *Parts of a Horse*.

May be photocopied for student use.

8. Study	____	the Information Sheet, objective 3.
Optional: Ask	____	your instructor to show you the video *Survival of the Fittest.*
9. Study	____	the Information Sheet, objective 4.
10. Ask	____	your instructor to show you the transparency showing head markings on a horse.
Optional: Look	____	at a wall poster from the Arabian Horse Registry to identify the different types of head and leg markings.
11. Study	____	the Information Sheet, objective 5.
Optional: Visit	____	a farm or ranch to observe different head and leg markings of horses.
12. Study	____	the Information Sheet, objective 6.
Optional: Look	____	at pictures of horses in the *Breeders' Reference Guide* to identify various colors of horses.
Optional: Ask	____	your instructor for pictures of horses with different body colors.
Optional: Review	____	various trade journals and horse magazines to find pictures of various colors of horses.
13. Study	____	the Information Sheet, objective 7.
Optional: Ask	____	your instructor for photographs which illustrate the meanings and terms in this section.
14. Ask	____	your instructor to explain the importance of soundness to the horse industry.
15. Study	____	the Information Sheet, objective 8.
Optional: Watch	____	the video *Judging Halter Horses.*

May be photocopied for student use.

Optional: Invite ____ an experienced halter horse judge to speak with you about procedures and techniques used in judging.

16. **Study** ____ the Information Sheet, objective 9.

Optional: Ask ____ your instructor to show you the video *Horse Judging Part I.*

Optional: Ask ____ your instructor to explain the importance of looking at an animal from all views when judging it.

17. **Study** ____ the Information Sheet, objective 10.

18. **Ask** ____ your instructor to show you the transparencies showing various conformational faults of the legs and feet.

19. **Study** ____ the Information Sheet, objective 11.

Optional: Ask ____ your instructor to explain how the FFA placing card is used.

Optional: Ask ____ your instructor to give you an example that you can practice placing on the FFA placing card.

20. **Study** ____ the Information Sheet, objective 12.

Optional: Use ____ the chalkboard to practice computing placing scores.

21. **Do** ____ Assignment Sheet 1.

22. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

23. **Study** ____ the Information Sheet, objective 14.

Optional: Participate ____ in a team game to help learn desirable and undesirable terms.

Optional: Ask ____ your instructor to explain the reasons why soundness and defects are important.

May be photocopied for student use.

24. Study ____ the Information Sheet, objective 15.

Optional: Listen ____ to a demonstration of how short phrases and abbreviations are used in notes for reasons.

Optional: Ask ____ your instructor to explain the need to stress the strong and weak points of the animal in taking notes for reasons.

25. Study ____ the Information Sheet, objective 16.

Optional: Read ____ a set of oral reasons for placings. Note how they are organized.

Optional: Ask ____ your instructor to discuss the reasons for a strong introductory statement in giving oral reasons for placings.

26. Study ____ the Information Sheet, objective 17.

Optional: Listen ____ to an agricultural education student give a set of oral reasons for placings. Determine if the correct terminology was used.

27. Do ____ Assignment Sheet 2.

28. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

29. Do ____ Assignment Sheet 3.

Optional: Watch ____ the video *Horse Judging, Part I.*

30. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

31. Do ____ Assignment Sheet 4.

32. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

33. **Do** ____ Assignment Sheet 5.

34. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

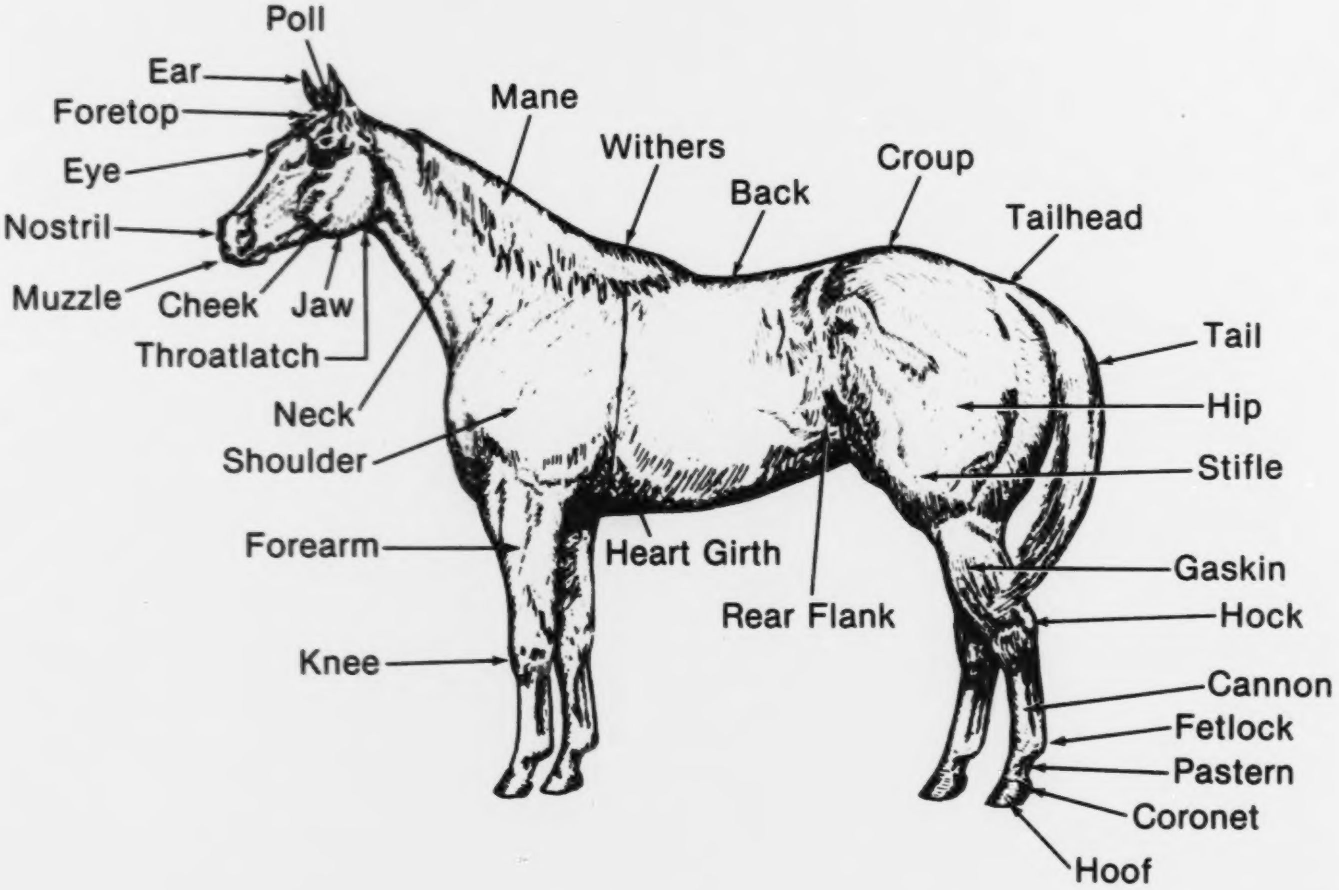
35. **Do** ____ Assignment Sheet 6.

36. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

37. **Take** ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

Parts of a Horse


Poll
Ear
Foretop
Eye
Nostril
Muzzle
Cheek
Jaw
Throatlatch
Neck
Shoulder
Forearm
Knee
Mane
Withers
Back
Croup
Tailhead
Tail
Hip
Stifle
Heart Girth
Rear Flank
Gaskin
Hock
Cannon
Fetlock
Pastern
Coronet
Hoof

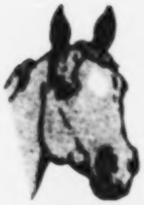
Used with permission of the Vocational Agriculture Service, University of Illinois at Urbana - Champaign.

May be photocopied for student use.

INSTRUCTOR'S RESOURCE PACKAGE · Agriculture I
TRANSPARENCY MASTER 1 · CIMC · D6 · 1

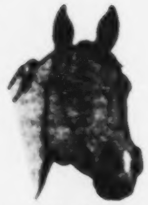
TM 1

Head Markings



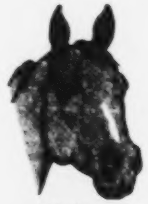
Star

A star is any marking on the forehead.



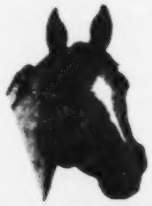
Snip

A snip is any marking, usually vertical, between the two nostrils.



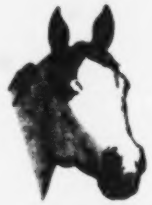
Strip

A strip is a narrow marking extending vertically in the area between the forehead and the nostrils.



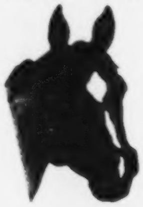
Star and Strip

This is a marking on the forehead with a strip to the nasal peak. The strip does not have to be an extension of the star.



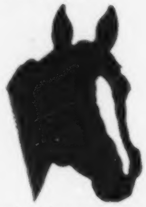
Bald Face

A bald face is a very broad blaze. It can extend out and around the eyes and it can extend down to the upper lip and around the nostrils.



Star, Strip and Snip

This is a marking on the forehead with a narrow extension of the nasal peak and opening up again between the nostrils.

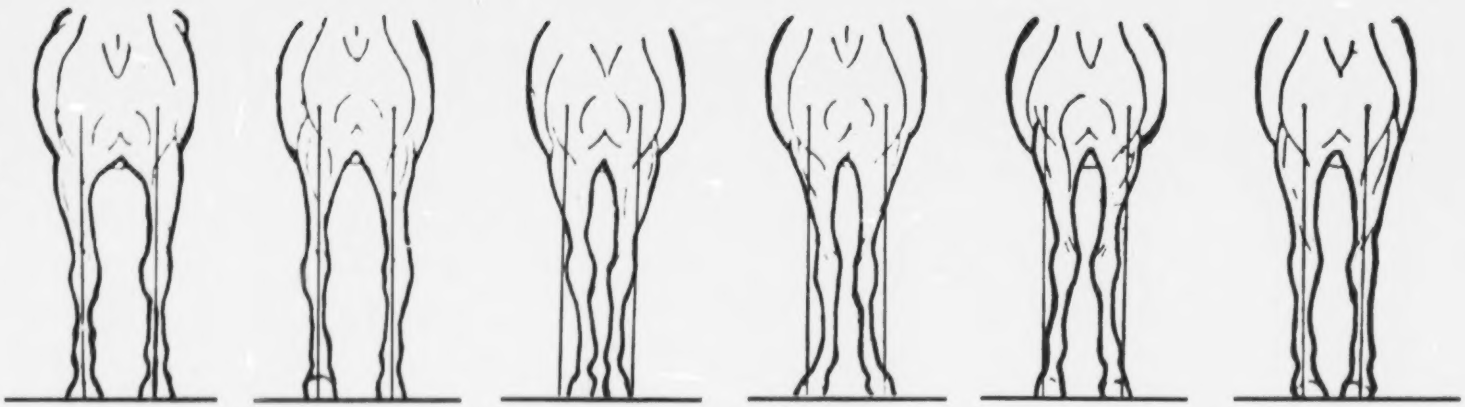


Blaze

A blaze is a broader vertical marking extending the length of the face.

Used with permission of the American Quarter Horse Association, Amarillo, Texas.

Foot and Leg Conformation
Front View



Ideal Out at the Knee Stands Close Toes Out In at the Knee Toes In

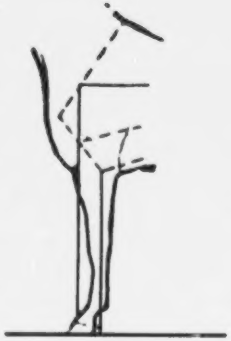
May be photocopied for student use

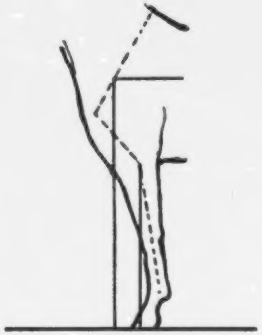
INSTRUCTOR'S RESOURCE PACKAGE · Agriculture I
TRANSPARENCY MASTER 3 - CIMC · D6 · 1

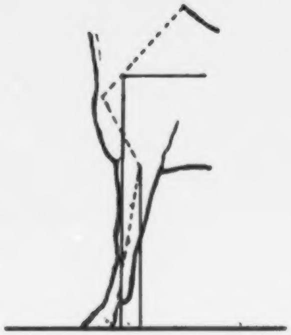
TM 3

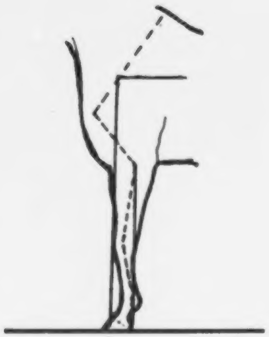
Used with permission of the Vocational Agriculture Service, University of Illinois at Urbana - Champaign.

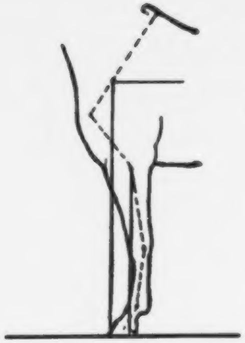
Foot and Leg Conformation
Side View

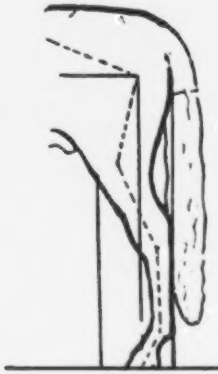

Ideal

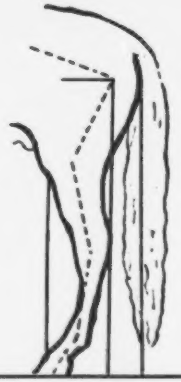

Camped Under

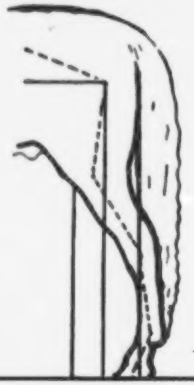

Camped Out

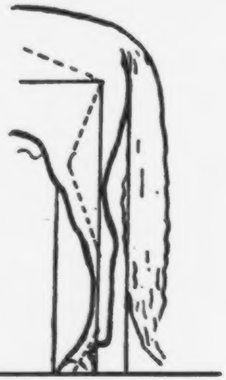

Over at the Knee


Back at the Knee


Ideal


Stands Under


Camped Out


Hind Leg Too Straight

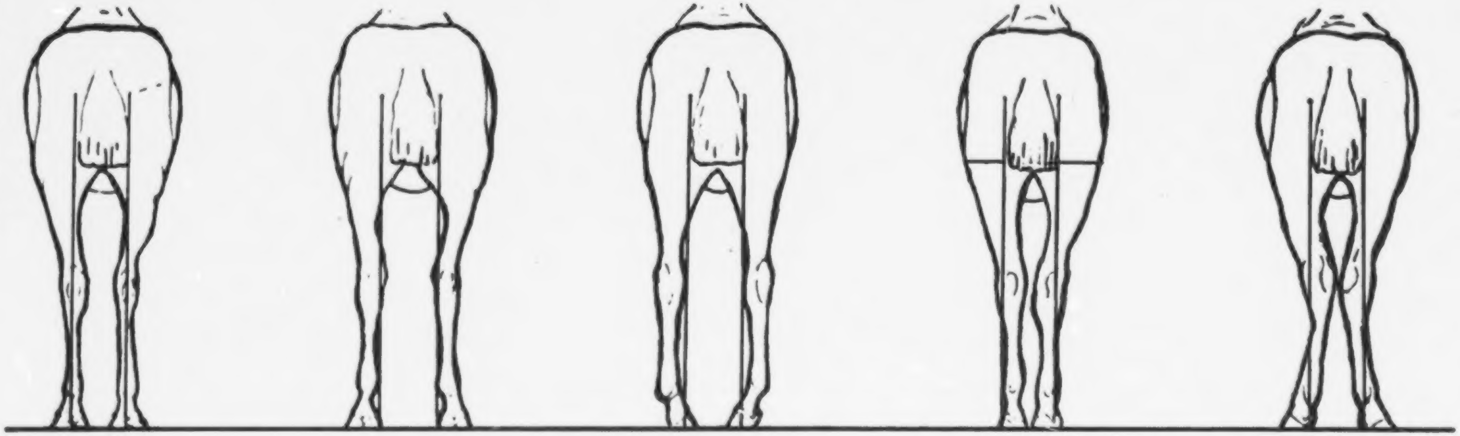
Used with permission of the Vocational Agriculture Service, University of Illinois at Urbana - Champaign.

May be photocopied for student use.

INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 4 - CIMC - D6 - 1

TM 4

Foot and Leg Conformation
Hind View



Ideal   Stands Wide   Out at the Hock   Stands Close   In at the Hock

May be photocopied for student use.

Used with permission of the Vocational Agriculture Service, University of Illinois at Urbana - Champaign.

WRITTEN TEST

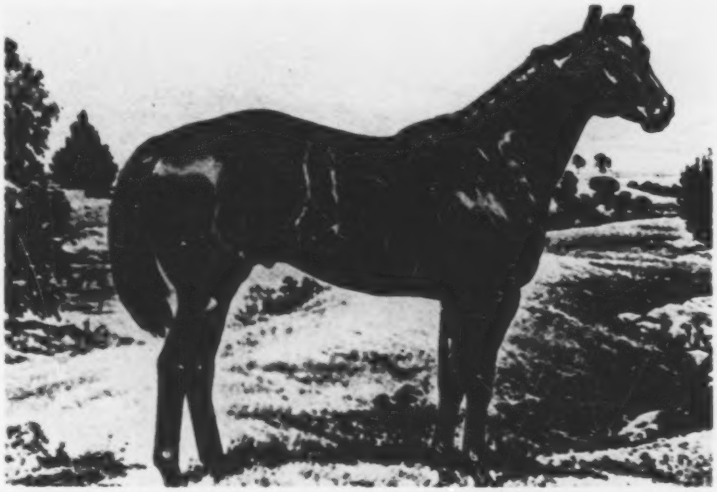
LIGHT HORSE BREEDS AND SELECTION

D6

Name ______________________ Date __________ Score ____

OBJECTIVE 1

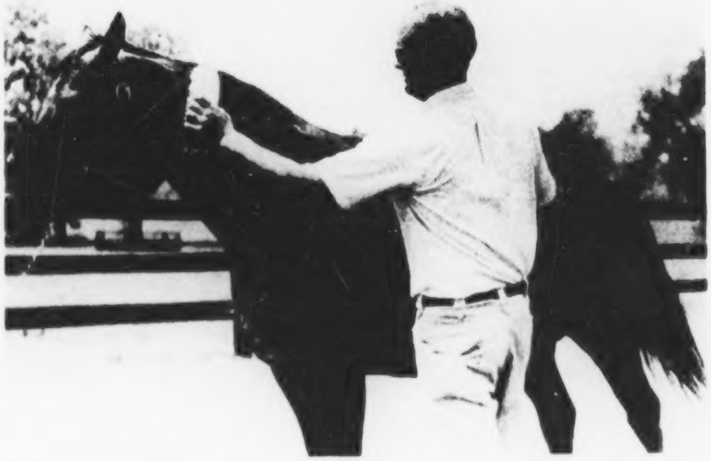
Identify breeds of light horses. Write your answers in the blanks provided.



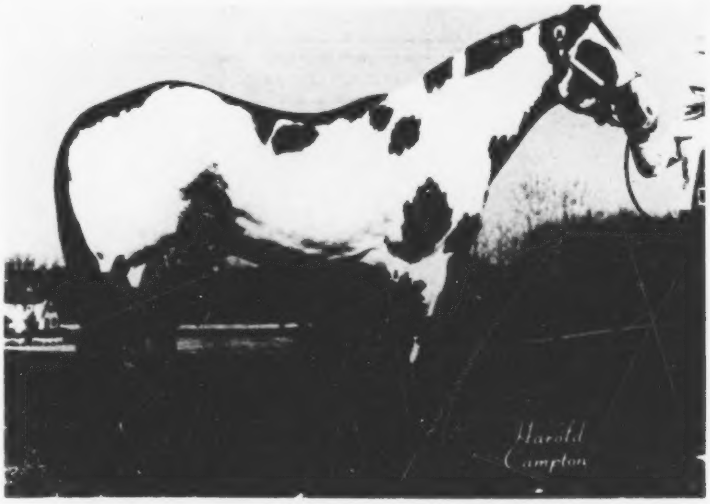
1. ____

C49

May be photocopied for student use.



2. ______________________________

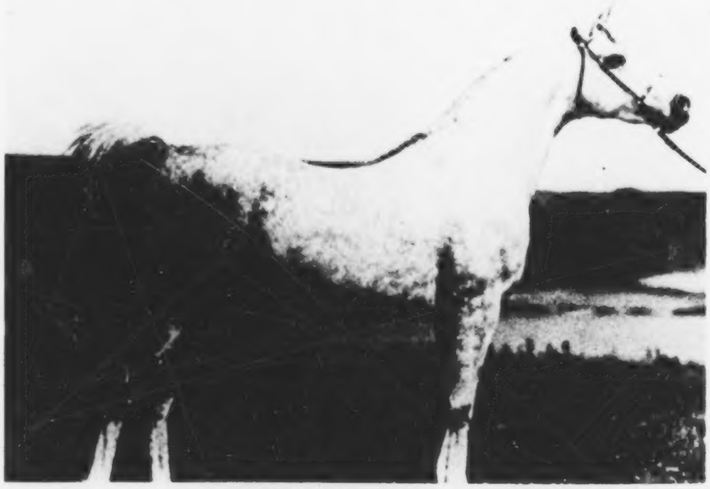


Harold
Campton

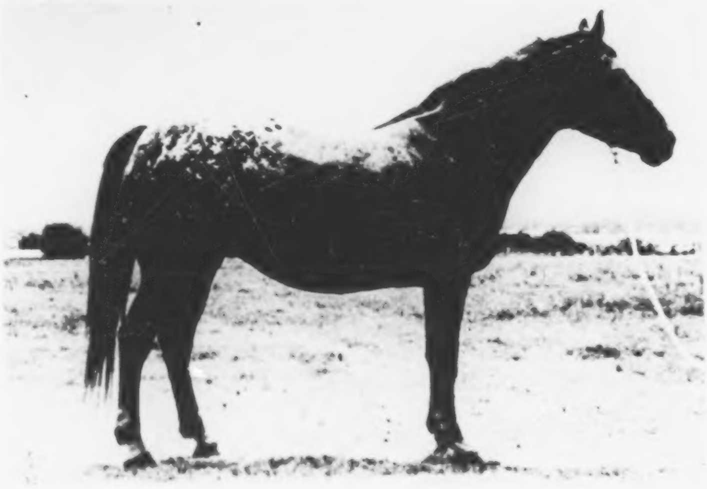
3. ______________________________

650

May be photocopied for student use.

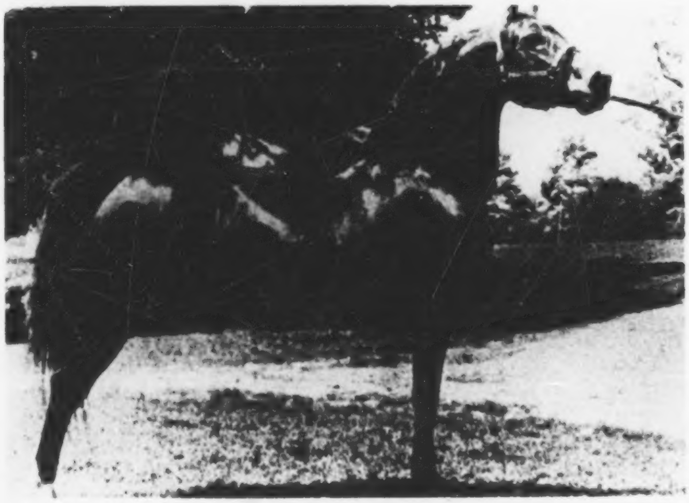


4. ____________________



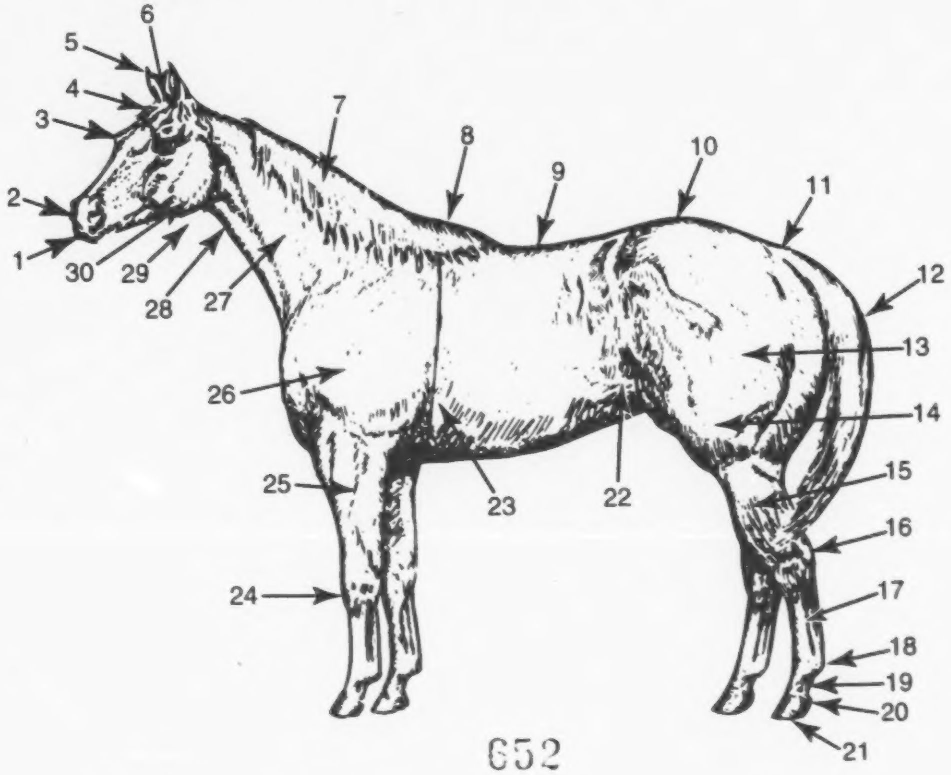
5. ____________________

May be photocopied for student use.



6. ______________________________

OBJECTIVE 2 **Label the parts of a horse.** Write your answers in the blanks provided.


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30

652

May be photocopied for student use.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

11. ____________________

12. ____________________

13. ____________________

14. ____________________

15. ____________________

16. ____________________

17. ____________________

18. ____________________

19. ____________________

20. ____________________

21. ____________________

22. ____________________

23. ____________________

24. ____________________

25. ____________________

May be photocopied for student use.

26. ____________________

27. ____________________

28. ____________________

29. ____________________

30. ____________________

OBJECTIVE 3

Match types of horses to their correct uses. Write your answers in the blanks provided.

A. gaited
B. drayage
C. stock
D. pack
E. harness
F. jumping
G. racing

____ 1. Trained to perform at the walk, trot, canter, slowgait, and rack for pleasure and exhibition

____ 2. Trained to compete against other horses by running, pacing, or trotting

____ 3. Trained to pull vehicles used for pleasure or exhibition

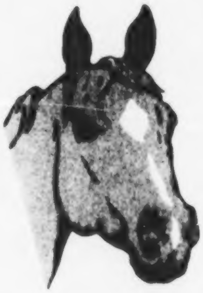
____ 4. Trained to jump high obstacles for pleasure or exhibition

____ 5. Trained to be used for pleasure, show, or general ranch work

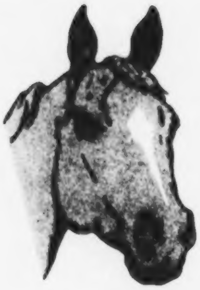
May be photocopied for student use.

OBJECTIVE 4

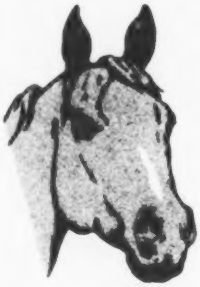
Label common head markings. Write your answers in the blanks provided.



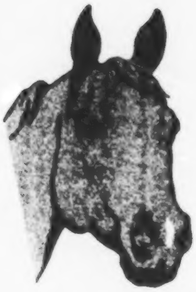
1. ______________________



2. ______________________



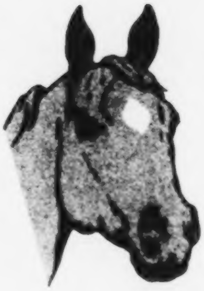
3. ______________________



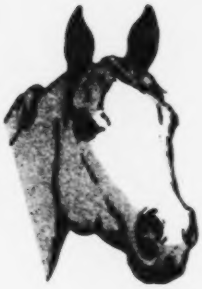
4. ______________________

655

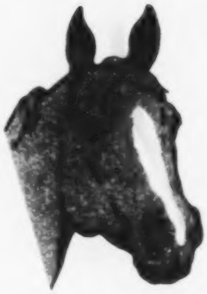
May be photocopied for student use.



5. ____________________



6. ____________________

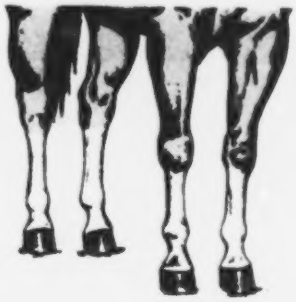


7. ____________________

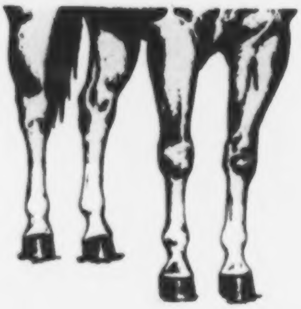
May be photocopied for student use.

OBJECTIVE 5

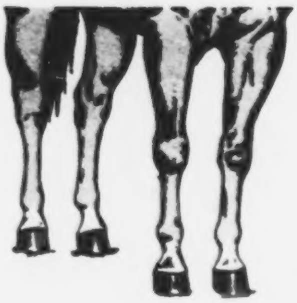
Label common leg markings. Write your answers in the blanks provided.



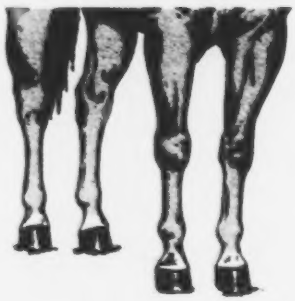
1. ____________________



2. ____________________

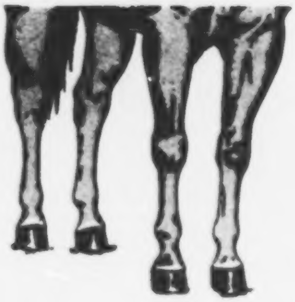


3. ____________________



4. ____________________

May be photocopied for student use.



5. ______________

OBJECTIVE 6

Match body colors to their correct descriptions. Write your answers in the blanks provided.

A. Palomino
B. pinto or paint
C. ebony
D. blue teak
E. dun
F. buckskin
G. black
H. brown
I. hazel
J. dappled
K. chestnut or sorrel
L. bay
M. Appaloosa
N. gray
O. blue roan
P. seal point
Q. roan

____ 1. Light or dark spots over the basic body color

____ 2. Dull golden color with black points on mane and tail

____ 3. Mixture of white and black hairs

____ 4. Red, white, and yellow hairs intermingled

____ 5. Ranges from light washy yellow to a dark liver color

____ 6. Ranges from light yellowish or dark tan to almost brown

____ 7. Dark to almost black with tan or brown hairs on the muzzle or flanks

____ 8. Black color with fine black hair on the muzzle

____ 9. White in combination with any other color

May be photocopied for student use.

_____ 10. Golden body color, varying from light yellow to a bright copper color, with a white mane and tail

_____ 11. Solid color or mottled roan foreparts with lighter color over the loin and hips with egg-shaped spots; some are white with spots over the entire body

_____ 12. Form of dun-yellowish or bold body color with a black mane and tail, usually black on lower legs

_____ 13. Red, white, and yellow hairs intermingled

OBJECTIVE 7

Match to their correct definitions terms associated with judging. Write your answers in the blanks provided.

A. balance
B. flighty
C. hock
D. coarse
E. conformation
F. type
G. handy
H. quality
I. barrel-hipped
J. soundness
K. stylish
L. unsoundness
M. blemish
N. reasons
O. grant
P. cuts

_____ 1. Fineness of features, fine hair, and an absence of coarseness

_____ 2. Having a pleasing, graceful, alert general appearance

_____ 3. Overall appearance of the horse; the degree that all body parts are in proportion

_____ 4. Freedom from any abnormal deviation in structure or function that interferes with the usefulness of the horse

_____ 5. Arrangement of the body parts into distinct recognizable patterns

_____ 6. Lacking quality and refinement

_____ 7. Serious abnormality that affects the serviceability of the horse

_____ 8. Structure and arrangement of parts as they form the body of the horse

_____ 9. Abnormality that does not affect the serviceability of the horse

May be photocopied for student use.

_____ 10. Recognition that an animal has desirable traits, but that these traits are not acceptable to be used any higher in the class

_____ 11. Written or oral justification of how a class of animals was placed

_____ 12. Points assigned to a judging class that separate animals by pairs

OBJECTIVE 8

Describe general traits to consider in judging a halter class of light horses. Write your answers in the blanks provided.

- Type – ____

  ____

- Conformation – ____

  ____

- Action – ____

  ____

- Quality and style – ____

  ____

OBJECTIVE 9

Select from a list specific traits or points to look for when judging light horses. Write an "X" in the blank before each correct answer.

Side

_____ 1. Type and balance

_____ 2. Muscling

_____ 3. Alignment of feet and legs

_____ 4. Hair coat

_____ 5. Amount and kind of bone

_____ 6. Breed character

_____ 7. Standing incorrectly

May be photocopied for student use.

_____ 8. Quality and smoothness

_____ 9. Style

_____ 10. Size

_____ 11. Slope of shoulder

_____ 12. Attitude

_____ 13. Length and strength of back

_____ 14. Length of rear quarter

_____ 15. Length and set of neck, head, and ears

_____ 16. Depth of heart girth

Front

_____ 1. Standing incorrectly

_____ 2. Muscling

_____ 3. Alignment of front feet and legs

_____ 4. Halter

_____ 5. Breed character

_____ 6. Quality and smoothness

_____ 7. Depth and width of chest

Rear

_____ 1. Muscling (stifle, gaskin)

_____ 2. Alignment of rear feet and legs

_____ 3. Length of tail

_____ 4. Hair coat

_____ 5. Quality and smoothness

_____ 6. Width

May be photocopied for student use.

Movement

____ 1. Disposition

____ 2. Alignment of action

____ 3. Handler movement

____ 4. Ease and smoothness of action

____ 5. Absence of lameness

Close inspection

____ 1. Soundness

____ 2. Muscling

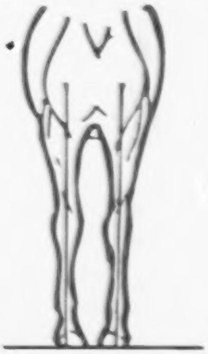
____ 3. Cleanliness of horse

____ 4. Quality of feet and legs

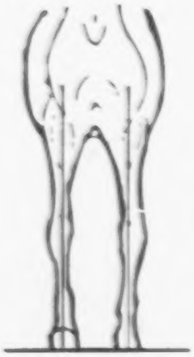
____ 5. Improper trimming of feet

____ 6. Withers

OBJECTIVE 10 **Label common conformational faults of feet and legs.** Write your answers in the blanks provided.

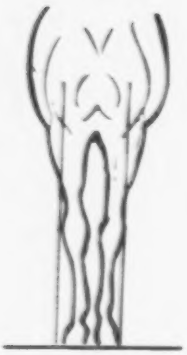


1. ____________________

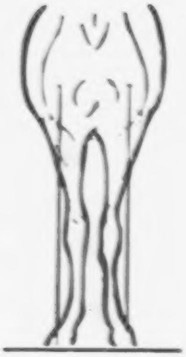


2. ____________________

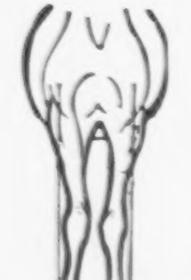
May be photocopied for student use.



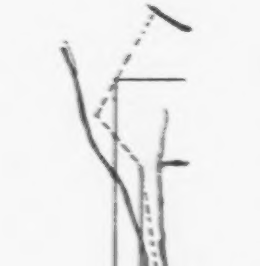
3. ____________________



4. ____________________

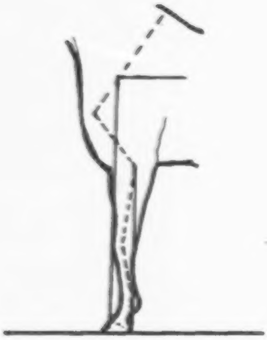


5. ____________________

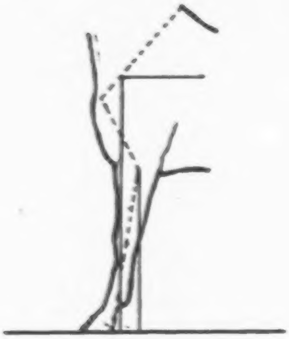


6. ____________________

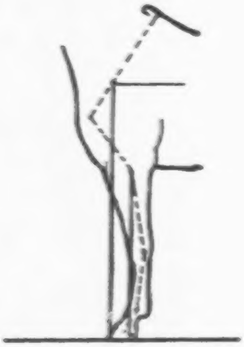
May be photocopied for student use.



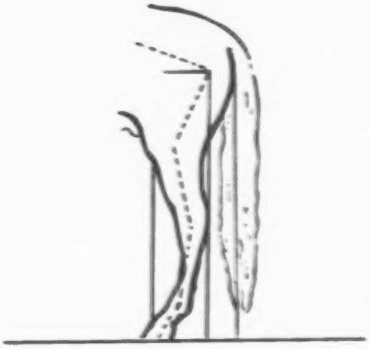
7. ____________________



8. ____________________

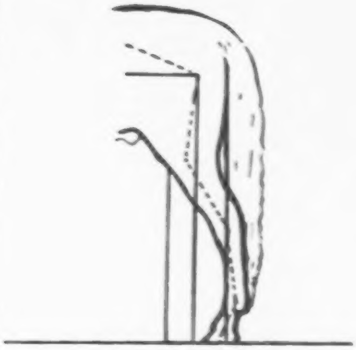


9. ____________________

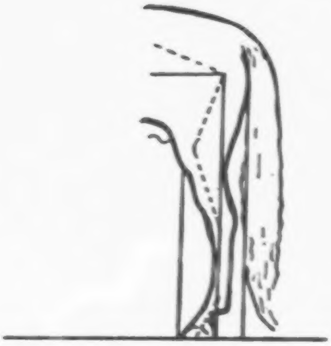


10. ____________________

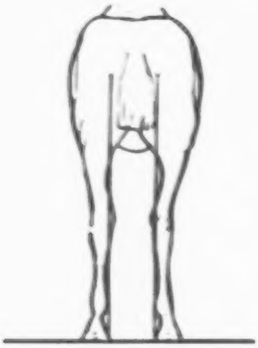
May be photocopied for student use.



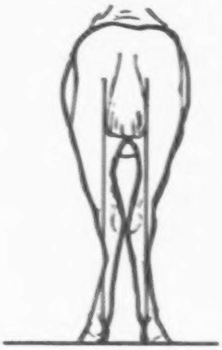
11. ____________________



12. ____________________

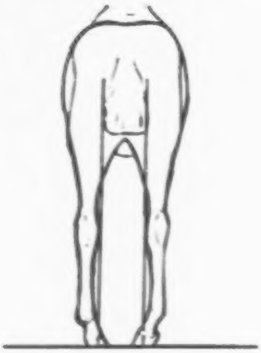


13. ____________________

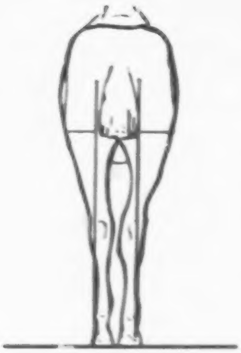


14. ____________________

May be photocopied for student use.



15. ____________________



16. ____________________

OBJECTIVE 11 **State the purpose of the FFA placing card.** Write your answers in the blanks provided.

- ____
- ____
- ____

OBJECTIVE 12 **List the steps involved in computing placing scores.** Write your answers in the blanks provided.

1. ____
2. ____
3. ____
4. ____

OBJECTIVE 13 **Evaluated on Assignment Sheet 1.**

May be photocopied for student use

OBJECTIVE 14

Write terms of comparison used in judging a halter class of light horses. Below is a list of terms that describe desirable and undesirable comparisons. In the blank beside each term, write the correct opposite response.

1. Smoother ____________________
2. Plain ____________________
3. Low-headed; high-headed ____________________
4. Smoother shoulder ____________________
5. Deeper in the heart ____________________
6. Short croup ____________________
7. Deeper-jointed ____________________
8. Long cannons ____________________
9. Deeper, more open heel ____________________
10. Straighter legs ____________________
11. Halting stride ____________________
12. Toes out; toes in ____________________

OBJECTIVE 15

State guidelines for taking notes for oral reasons for placings. Write your answers in the blanks provided.

- ____________________
- ____________________

OBJECTIVE 16

Select from a list techniques for writing reasons for placings. Write an "X" in the blank before each correct answer.

____ 1. Compare horses rather than describe them.

____ 2. Compare horse in logical sequence.

____ 3. Arrange class into three pairs; top, middle, and bottom.

____ 4. Talk about each horse in the class.

May be photocopied for student use.

_____ 5. Conclude by saying "For these reasons, I placed this class . . ."

_____ 6. Make reasons easily understood by official judge.

_____ 7. Start your reasons by saying, "I placed this class of (age), (breed), (sex)" and then give placings.

_____ 8. Stress strong points of the top horse in each pair and then admit or grant any way the bottom horse in each pair may excel. Repeat same order for second and third pair.

OBJECTIVE 17

Select from a list techniques for presenting oral reasons for placings. Write an "X" in the blank before each correct answer.

_____ 1. Use notes when giving reasons.

_____ 2. Upon conclusion, thank the reason-taker and leave.

_____ 3. Stay within the allowable two minutes.

_____ 4. Keep reasons concise, using correct terminology and grammar.

_____ 5. Stand squarely on both feet.

_____ 6. Emphasize big differences between horses, stressing the comparisons in which the top animal in each pair is superior.

_____ 7. Speak clearly.

_____ 8. Stand approximately 4 to 8 feet from the reason-taker.

_____ 9. Deliver reasons in a convincing, truthful, and easily understood manner.

_____ 10. Maintain eye contact with the reason-taker.

OBJECTIVE 18

Evaluated on Assignment Sheet 2.

OBJECTIVE 19

Evaluated on Assignment Sheet 3.

OBJECTIVE 20

Evaluated on Assignment Sheet 4.

May be photocopied for student use.

OBJECTIVE 21 **Evaluated on Assignment Sheet 5.**

OBJECTIVE 22 **Evaluated on Assignment Sheet 6.**

May be photocopied for student use.

LAP
SHEET

LIVESTOCK FEEDING

D7

Name ______________________________

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

Optional: View ____ samples of concentrates, roughages, and protein supplements provided by your instructor.

Optional: Ask ____ your instructor why each nutrient is important for a balanced ration.

Optional: Ask ____ your instructor about why most commercially prepared feeds contain all of the essential nutrients in the correct proportions.

6. **Study** ____ the Information Sheet, objective 2.

Optional: Visit ____ with a local feed supplier about the ways feed is packaged. Ask the supplier to show you quantities in which feed can be purchased. Have your questions ready beforehand.

Optional: Visit ____ a feed manufacturing facility. Write a report on your visit and turn it in to your instructor.

May be photocopied for student use.

7. **Study** ____ the Information Sheet, objective 3.

8. **Study** ____ the Information Sheet, objective 4.

10. **Ask** ____ your instructor to show you the transparency illustrating a commercial feed tag.

11. **Study** ____ the Information Sheet, objective 5.

Optional: Ask ____ your instructor to work sample problems to help you understand the process of calculating price per pound.

12. **Study** ____ the Information Sheet, objective 6.

Optional: Discuss ____ with your instructor the performance rations as related to species, ages, and situations.

13. **Study** ____ the Information Sheet, objective 7.

Optional: Ask ____ your instructor about the importance of thumb rules for an inexperienced feeder.

Optional: Post ____ the thumb rules in your feed room or your notebook for a handy reference.

Optional: Invite ____ a local livestock feeder to explain feeding situations for each type of livestock listed. Write a report based on your information and turn it in to your instructor.

14. **Study** ____ the Information Sheet, objective 8.

15. **Study** ____ the Information Sheet, objective 9.

16. **Study** ____ the Information Sheet, objective 10.

17. **Study** ____ the Information Sheet, objective 11.

18. **Study** ____ the Information Sheet, objective 12.

Optional: Ask ____ your instructor to demonstrate several sample problems using this method for you.

May be photocopied for student use.

19. **Do** ____ Assignment Sheet 1.

20. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

21. **Do** ____ Assignment Sheet 2.

22. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

23. **Do** ____ Assignment Sheet 3.

24. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

25. **Do** ____ Assignment Sheet 4.

26. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

27. **Take** ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

Commercial Feed Tag

50 Pounds (Net) B & D BRAND SPECIAL CATTLE CUBES

GUARANTEED ANALYSIS

Crude Protein not less than	20.00 Percent
Crude Fat not less than	2.50 Percent
Crude Fiber not more than	14.00 Percent

INGREDIENTS: Composed of grain products, plant protein products, processed grain by-products, animal protein products, dehydrated alfalfa meal (Preserved with ethoxyquin), mixed screenings 10%, rice mill by-products 10%, can molasses, calcium carbonate, defluorinated phosphate, salt, and *traces* of manganous oxide, zinc oxide, ferrous sulphate, copper sulphate, calcium iodate, and cobalt carbonate. (Total added mineral ingredients less than 5%.)

Manufactured by

FEEDING DIRECTIONS: A cattle supplement for winter range.

May be photocopied for student use.

673 674 TM

WRITTEN TEST

LIVESTOCK FEEDING

D7

Name ______________________________ Date __________ Score ____

OBJECTIVE 1

Match nutrients to their correct basic functions. Write the correct letters in the blanks provided. Some answers may be used twice.

A. water	D. fats
B. protein	E. minerals
C. carbohydrates	F. vitamins

_____ 1. Produce body heat to help keep the animal warm; provide energy for muscle movement; produce fat

_____ 2. Help in tooth and bone formation; help prevent infections; aid body's chemical reactions; necessary for many special body functions

_____ 3. Dissolves and carries other nutrients through body; regulates body temperature; initiates necessary chemical reactions in the body

_____ 4. Provide material for growth of bones, teeth, and tissue; regulate many of body's vital chemical processes; aid in muscular activities, reproduction digestion, and tissue repair

_____ 5. Supplies material to build body tissues, hooves, horns, hair, and skin; essential for fetal development in pregnant animals

_____ 6. Provide energy and body heat; carry fat-soluble vitamins that are in feed

OBJECTIVE 2

List quantities in which feeds may be purchased. Write your answers in the blanks provided.

- ____
- ____

May be photocopied for student use.

OBJECTIVE 3

Select from a list factors to consider when purchasing feed. Write an "X" in the blanks before each correct answer.

_____ 1. Quantity

_____ 2. Distance feed is stored from animal

_____ 3. Season of the year

_____ 4. Condition and size of storage facilities

_____ 5. Protein level

_____ 6. Type of livestock being fed

_____ 7. Size of pen or pasture

_____ 8. Performance expected from livestock

_____ 9. Least price

_____ 10. Price in relation to feeding value

OBJECTIVE 4

List commercial feed tag requirements. Write your answers in the blanks provided.

- ____
- ____
- ____

OBJECTIVE 5

State rules for calculating price per pound of protein in feed. Write your answers in the blanks provided.

1. ____
____
____

2. ____
____
____

May be photocopied for student use.

676

OBJECTIVE 6

Match types of performance rations to their correct definitions. Write the correct letters in the blanks provided.

A. work ration
B. maintenance ration
C. growing ration
D. reproduction ration
E. production ration
F. fattening ration

_____ 1. Ration that supplies nutrients used by animals to produce fat after maintenance and growing requirements are met

_____ 2. Ration that supplies nutrients above maintenance level; allows an animal to build and expand body parts

_____ 3. Ration that supplies only those nutrients needed to maintain an animal's normal body functions

_____ 4. Ration that supplies nutrients used by animals to produce items such as milk, eggs, or wool

_____ 5. Ration that supplies additional nutrients needed by working animals

_____ 6. Ration that supplies additional nutrients needed by an animal during breeding activities and pregnancy

OBJECTIVE 7

Match swine feeding situations to their correct thumb rules. Write the correct letters in the blanks provided.

A. bred sows and gilts
B. sows nursing litters
C. nursing pigs from two weeks old to weaning
D. pigs from 50 pounds to 100 pounds
E. pigs from 100 pounds to 170 pounds
F. pigs from 170 pounds to 220 pounds market weight
G. boars on maintenance
H. boars during breeding season
I. sows and gilts, flushing two to three weeks prior to breeding

_____ 1. 6 to 8 pounds of 14 percent protein ration

_____ 2. 4 to 6 pounds of 14 percent protein ration

_____ 3. 6 to 8 pounds of 14 percent protein ration

_____ 4. 10 to 15 pounds of 14 to 15 percent protein ration

May be photocopied for student use.

____ 5. 4 percent of body weight of 13 percent protein ration

____ 6. Free choice of 16 to 18 percent creep ration

____ 7. 5 percent of body weight of 14 percent protein ration

____ 8. 6 percent of body weight of 16 percent protein ration

OBJECTIVE 8

Match sheep feeding situations to their correct thumb rules. Write the correct letters in the blanks provided.

A. ewes during first fifteen weeks of gestation
B. lambs from 75 pounds to 120 pounds market weight
C. ewes on maintenance
D. rams during breeding season
E. lambs from birth to eight weeks
F. lambs from eight weeks to 75 pounds
G. rams on maintenance
H. ewes during last six weeks of gestation
I. ewes, flushing two to three weeks prior to breeding
J. ewes during first eight weeks of lactation

____ 1. 3.5 pounds of alfalfa/grass mixed hay

____ 2. 5 pounds of alfalfa/grass mixed hay

____ 3. Free choice of 16 to 18 percent protein ration

____ 4. 4 pounds of alfalfa/grass mixed hay, plus ½ pound of 12 percent protein ration

____ 5. 3 pounds of alfalfa/grass mixed hay

____ 6. 5 pounds of alfalfa/grass mixed hay, plus 2 pounds of 12 percent protein ration

____ 7. 3 to 4 pounds of 13 to 15 percent protein ration

____ 8. 3 pounds of alfalfa/grass mixed hay, plus ½ to ¾ pound of 12 percent protein ration

____ 9. Free choice of 15 percent protein ration

____ 10. 4.5 pounds of alfalfa/grass mixed hay, plus 2 pounds of 12 percent protein ration

May be photocopied for student use.

OBJECTIVE 9 **Match beef feeding situations to their correct thumb rules.** Write the correct letters in the blanks provided.

A.	dry, pregnant cows and bred heifers during winter feeding when grazing is not possible	D.	cows nursing calves during winter feeding when dry grass grazing is possible
B.	dry, pregnant cows and bred heifers during winter feeding when dry grass grazing is possible	E.	young bulls from weaning to fifteen months
C.	cows nursing calves during winter feeding when grazing is not possible	F.	mature bulls during winter feeding
		G.	steers and heifers from weaning to finish

_____ 1. 2.5 percent of their body weight of 50 percent concentrate and 50 percent roughage

_____ 2. 20 pounds of alfalfa/grass mixed hay

_____ 3. 2 pounds of 30 to 40 percent protein supplement

_____ 4. First two days on feed, free choice of high quality grass hay. Third day to finish, add 2 pounds of concentrate ration. Gradually increase concentrate and decrease high quality grass hay until concentrate is leveled off at 2.5 percent of body weight, and grass hay is leveled off at 2 to 4 pounds

_____ 5. Free choice of alfalfa hay, plus 4 pounds of ground or rolled grain and 1 pound of 32 percent protein supplement in the form of cattle cubes

_____ 6. 30 pounds of alfalfa/grass mixed hay

_____ 7. 3 pounds of 30 to 40 percent protein supplement

May be photocopied for student use.

OBJECTIVE 10

Match dairy cattle feeding situations to their correct thumb rules. Write the correct letters in the blanks provided.

A. cows in production, on pasture
B. mature bulls, and bull calves four months old and over
C. heifers in drylot, four months old and older
D. cows in production, not on pasture
E. calves from birth to four months
F. dry cows
G. heifers on pasture four months old and older

____ 1. 1 pound of hay and ½ pound of concentrate per 100 pounds of body weight

____ 2. Free choice of high quality alfalfa hay, plus 1 percent of body weight in grain concentrate

____ 3. Free choice of good quality roughage, plus 1 pound of 14 to 16 percent protein concentrate for each 4 pounds of milk produced each day

____ 4. First five days, mother's milk. Next three weeks, 1 pound of whole milk for each 10 pounds of body weight. Ten days old, begin dry calf starter ration. Seven weeks old, discontinue milk and feed 5 pounds of calf starter. Seven weeks to four months, free choice of good quality alfalfa hay, plus 2 to 4 pounds of concentrate mix.

____ 5. ½ pound of grain concentrate per 100 pounds of body weight, not to exceed 4 to 6 pounds

____ 6. 1 pound of 14 to 16 percent protein concentrate for each 3 pounds of milk produced over 30 pounds

____ 7. Good pasture or free choice of high quality alfalfa hay, plus 10 pounds of 10 percent protein in grain mixture

May be photocopied for student use.

OBJECTIVE 11

Match light horse feeding situations to their correct thumb rules. Write the correct letters in the blanks provided.

A. idle mares nursing foals
B. idle mature horses
C. growing colts after weaning
D. pregnant mares
E. stallions during breeding season
F. foals before weaning
G. mature horses performing one to three hours of light work per day

____ 1. 1.5 to 2 pounds of roughage per 100 pounds of body weight

____ 2. 1.25 to 1.5 pounds of roughage per 100 pounds of body weight, plus 0.5 to 0.75 pounds of grain per 100 pounds of body weight

____ 3. 1.5 pounds of roughage per 100 pounds of body weight, plus 0.33 pounds of grain per 100 pounds of body weight

____ 4. 1.5 to 2 pounds of roughage per 100 pounds of body weight, plus 1 to 1.5 pounds of grain per 100 pounds of body weight

____ 5. 1 to 1.5 pounds of roughage per 100 pounds of body weight, plus 0.75 to 1.5 pounds of grain per 100 pounds of body weight

____ 6. 1 to 1.5 pounds of roughage per 100 pounds of body weight, plus 0.5 to 1.5 pounds of grain per 100 pounds of body weight

____ 7. 0.5 to 0.75 pounds of roughage per 100 pounds of body weight, plus 0.5 to 0.75 pounds of grain per 100 pounds of body weight

May be photocopied for student use.

OBJECTIVE 12

Arrange in order the steps to balancing a ration, using the Pearson Square Method. Write a "1" before the first step, a "2" before the second step and so on.

____ Draw a square with dotted lines connecting the opposite corners, and arrows on the dotted lines pointing to the right corners.

____ Using the numbers from the desired protein level inside the square and the percentage of protein from the top left corner, subtract the smaller number from the larger number.

____ Determine the number of pounds of each feed needed to provide desired amount of balanced ration by multiplying the percentage of each feed times the total amount of ration desired.

____ Write the desired protein level inside the square.

____ Place the result of step 6 beside the bottom right corner, following the dotted line from the top left to the bottom right corner.

____ Determine the percentage of each feed needed by dividing the number of parts of each feed by the total parts.

____ Write one type of feed outside each top corner.

____ Repeat step 6 using the numbers from the desired protein level and percentage of protein in the bottom left corner.

____ Add the two numbers in the right corners to get the total parts of feed needed.

____ Write the other type of feed outside each bottom corner.

____ Place the result beside the top right corner, following the dotted line from the bottom left to the top right corner.

____ Write the percentage of protein in each feed beside the two left corners.

OBJECTIVE 13

Evaluated on Assignment Sheet 1.

OBJECTIVE 14

Evaluated on Assignment Sheet 2.

May be photocopied for student use.

OBJECTIVE 15	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 16	**Evaluated on Assignment Sheet 4.**

May be photocopied for student use.

LAP
SHEET

INTRODUCTION TO PLANT SCIENCE

E1

Name ____________________

Check the blank as you complete each step.

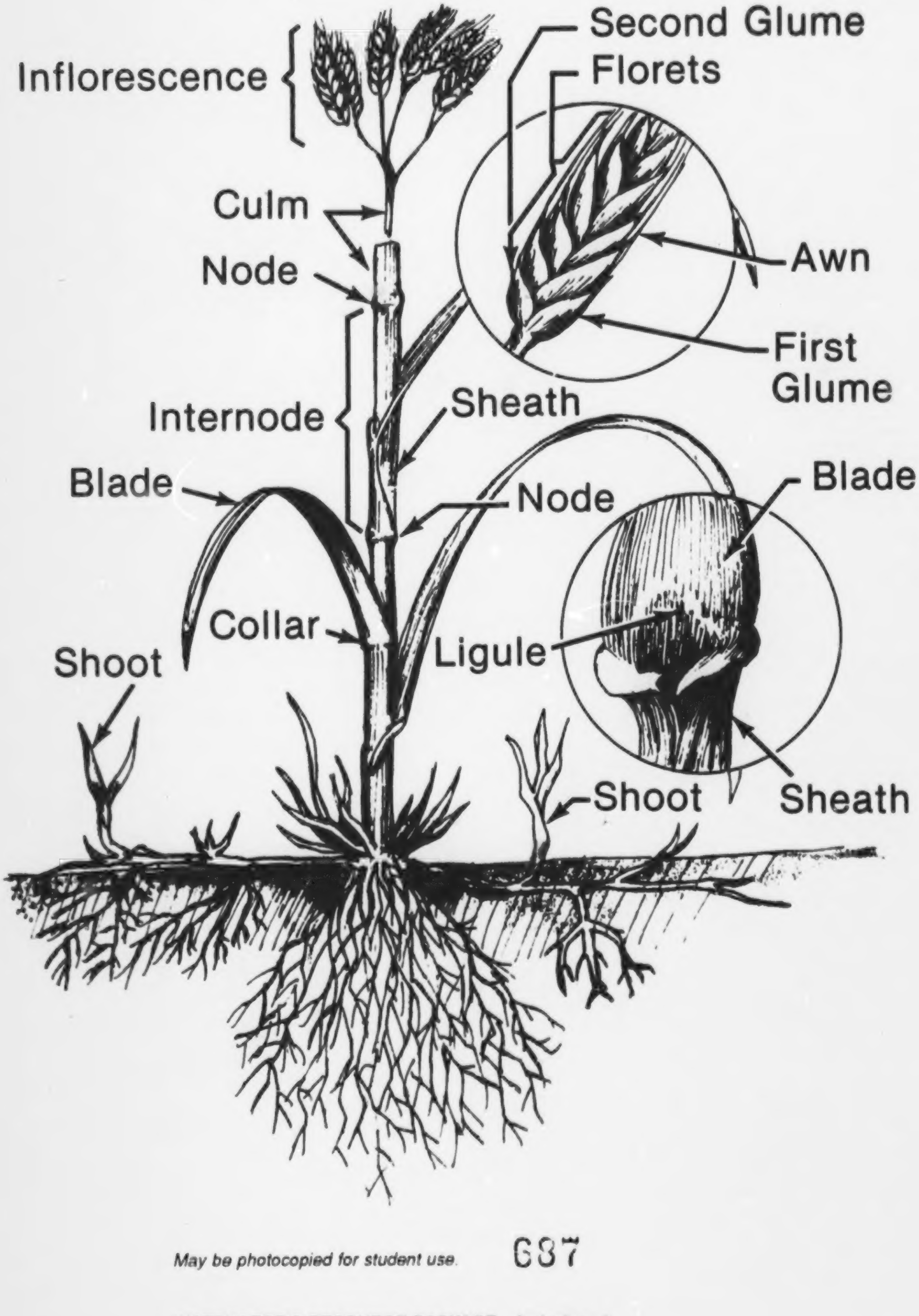
1. **Take**	____	the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. **Read**	____	the introduction, unit objective, and specific objectives.
3. **Do**	____	the focus assignments.
4. **Stop**	____	and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.
5. **Study**	____	the Information Sheet, objective 1.
Optional: **Observe**	____	containers of corn containing plants growing under different conditions.
6. **Study**	____	the Information Sheet, objective 2.
7. **Ask**	____	your instructor for samples of major grain crops grown in Oklahoma. Examine their differences carefully so that you may learn to identify them.
8. **Study**	____	the Information Sheet, objective 3.
9. **Ask**	____	your instructor to discuss the hay producers located in your school district and the crops they raise.
Optional: **Visit**	____	a local hay producer to talk about hay production.
10. **Study**	____	the Information Sheet, objective 4.

May be photocopied for student use.

11. Ask	____	your instructor for samples of different plant classes. Examine their differences carefully so that you may learn to identify them.
Optional: Visit	____	a farm or pasture area to study the growing patterns of different classes of plants.
12. Study	____	the Information Sheet, objective 5.
13. Ask	____	your instructor to show you Transparency Master 1.
Optional: Ask	____	your instructor for a sample of a grass plant. Examine the different parts carefully so that you may learn to identify them.
Optional: Label	____	the parts of the plant specimen supplied by your instructor.
14. Study	____	the Information Sheet, objective 6.
Optional: Watch	____	the video *Range and Forage Plants* noting the identification points on each plant.
Optional: Ask	____	your instructor to discuss the effects of overgrazing on a pasture.
Optional: Participate	____	in a field trip to study the growing patterns of pasture and range plants. Collect samples of pasture and range plants.
15. Do	____	Assignment Sheet 1.
16. Stop	____	and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

Parts of a Grass Plant


Second Glume
Florets
Inflorescence
Culm
Node
Awn
First Glume
Sheath
Internode
Blade
Node
Blade
Collar
Ligule
Shoot
Shoot
Sheath

May be photocopied for student use.

687

17. **Study** ____ the Information Sheet, objective 8.

Optional: Participate ____ in a field trip to a range or pasture area to study the growing patterns of common weeds. Collect samples of common weeds.

Optional: Use ____ the publication *Pasture and Range Plants* to help identify weeds.

18. **Do** ____ Assignment Sheet 2.

19. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

20. **Study** ____ the Information Sheet, objective 10.

21. **Ask** ____ your instructor to show you Transparency Master 2.

22. **Study** ____ the Information Sheet, objective 11.

Optional: Participate ____ in a field trip to a forest area to study the types of trees. Collect leaf samples.

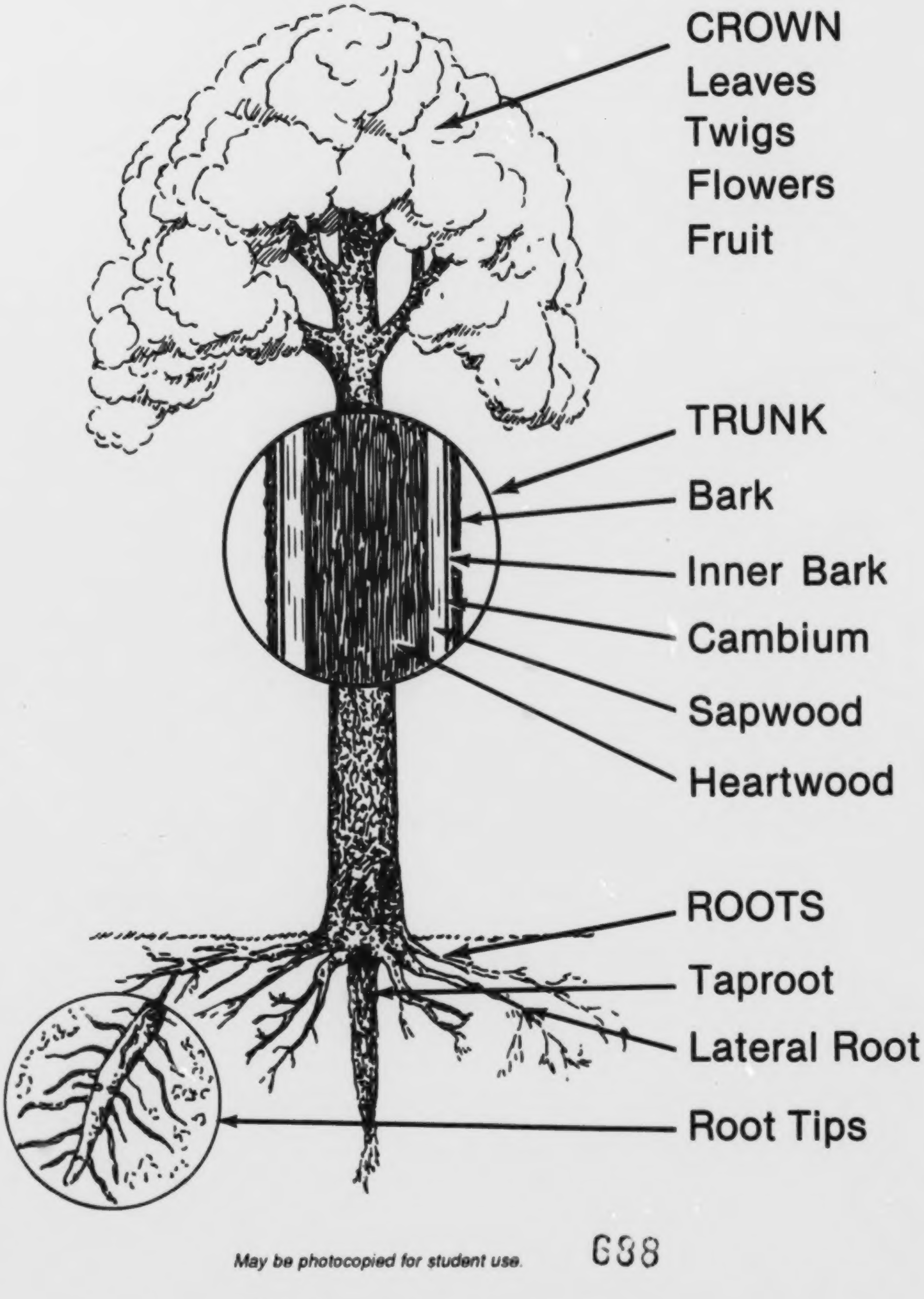
23. **Do** ____ Assignment Sheet 3.

24. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

25. **Take** ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

Parts of a Tree


CROWN
Leaves
Twigs
Flowers
Fruit
TRUNK
Bark
Inner Bark
Cambium
Sapwood
Heartwood
ROOTS
Taproot
Lateral Root
Root Tips

May be photocopied for student use.

638

WRITTEN TEST

INTRODUCTION TO PLANT SCIENCE

E1

Name ______________________ Date __________ Score ____

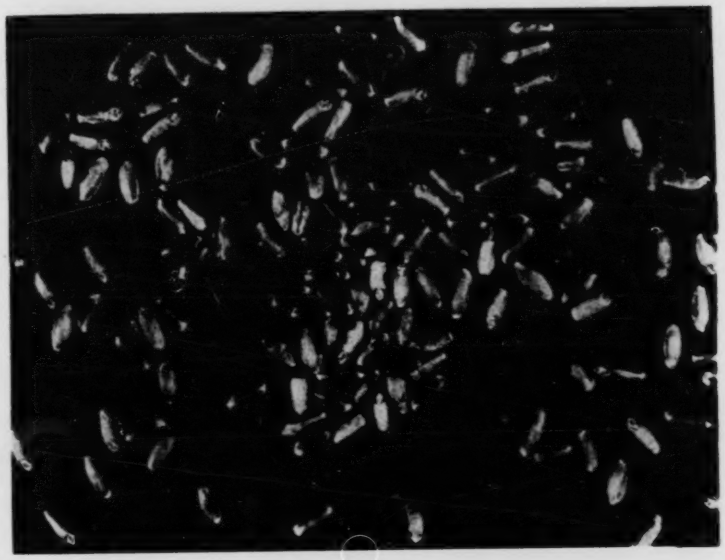
OBJECTIVE 1

List general factors that affect crop production. Write your answers in the blanks.

1. ______________________
2. ______________________
3. ______________________
4. ______________________

OBJECTIVE 2

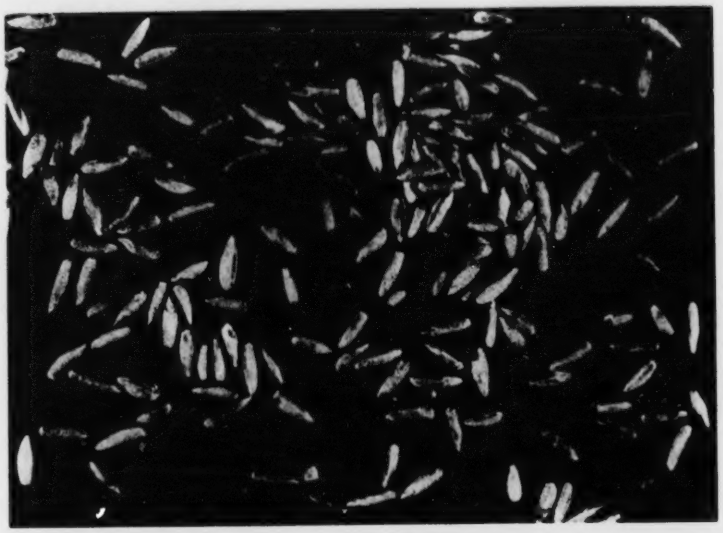
Identify major grain crops grown in Oklahoma. Write the correct names in the blank.



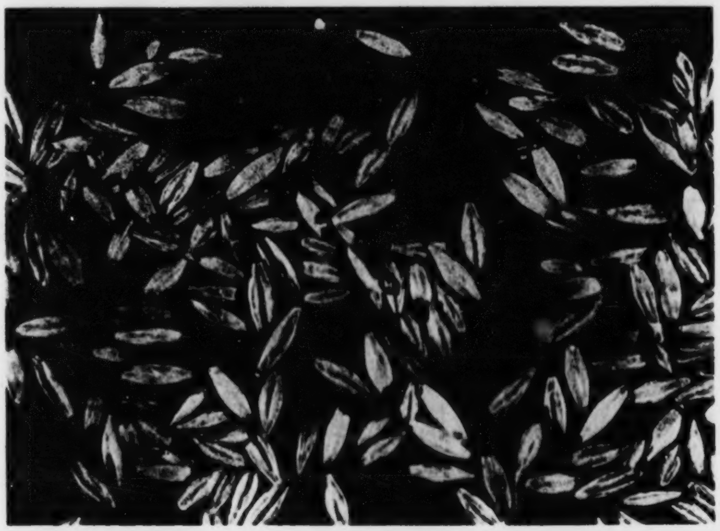
1. ______________________

May be photocopied for student use.

689

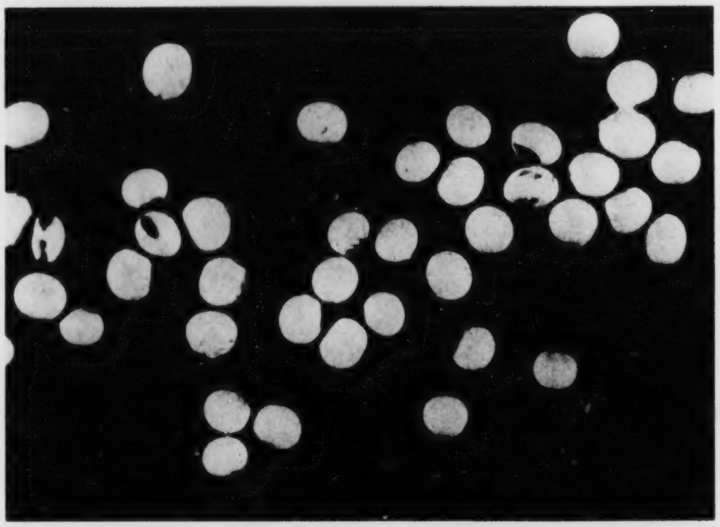


2. ______________________________

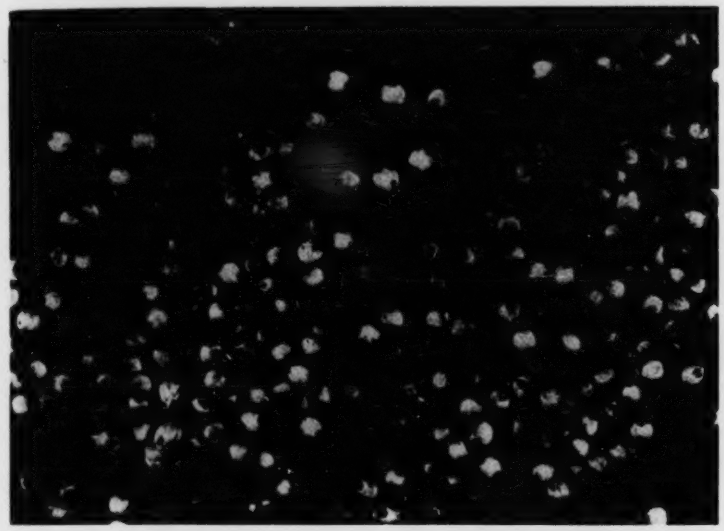


3. ______________________________

May be photocopied for student use.

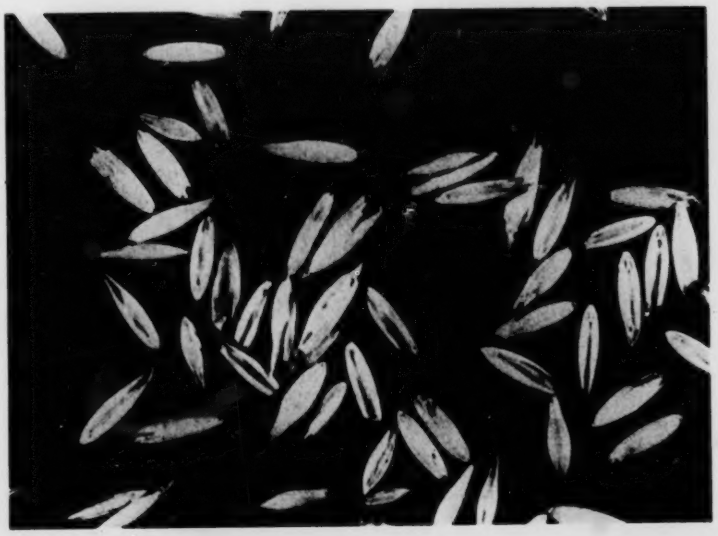


4. ______________________________



5. ______________________________

May be photocopied for student use.



6. ______________________________

OBJECTIVE 3

List major hay crops grown in Oklahoma. Write the correct answer in the blank.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

May be photocopied for student use.

OBJECTIVE 4

Match plant classes to their specific crops. Write the letter of the answer in the blank.

A. cereal
B. root
C. oil seed
D. pulse
E. tree

____ 1. Potatoes

____ 2. Corn

____ 3. Wheat

____ 4. Pecans

____ 5. Beans

____ 6. Soybeans

____ 7. Oats

____ 8. Peanuts

____ 9. Cottonseeds

____ 10. Peas

____ 11. Apples

____ 12. Peaches

____ 13. Turnips

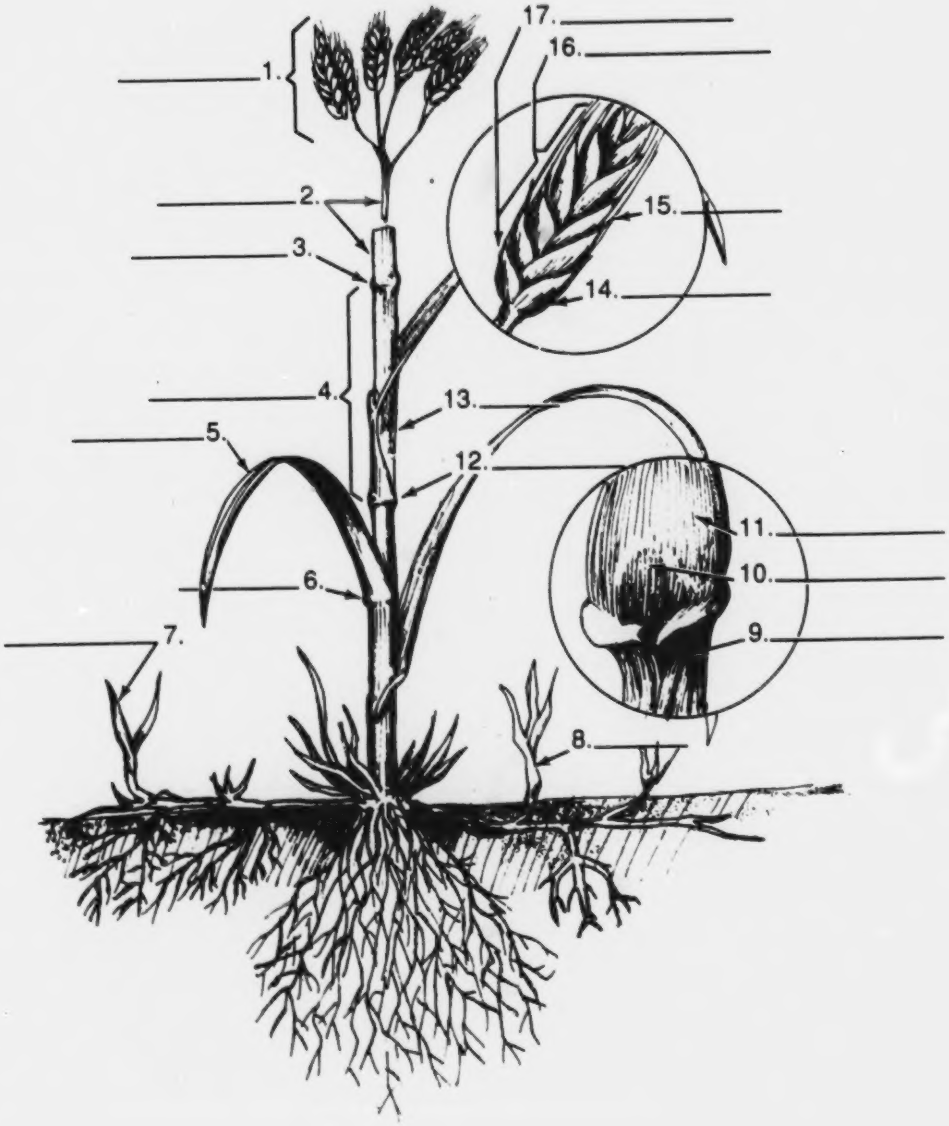
____ 14. Pears

____ 15. Sweet potatoes

____ 16. Sunflower

May be photocopied for student use.

OBJECTIVE 5 **Label the parts of a grass plant.** Write the name of the part in the blank.


17.
16.
1.
2.
15.
3.
14.
4.
13.
5.
12.
11.
10.
6.
7.
9.
8.

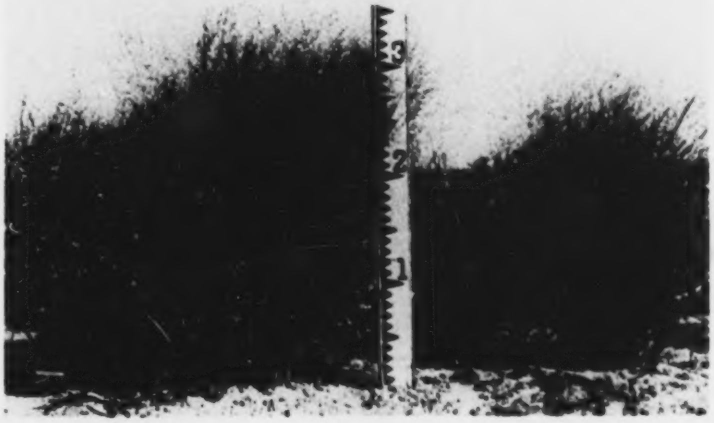
694

May be photocopied for student use.

OBJECTIVE 6

Identify common pasture and range plants. Write the correct names in the blanks.

1. ____________________



2. ____________________

695

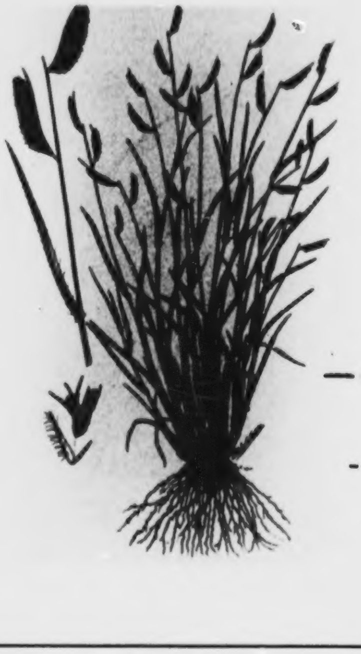
May be photocopied for student use.

3. ____________________

4. ____________________

May be photocopied for student use.

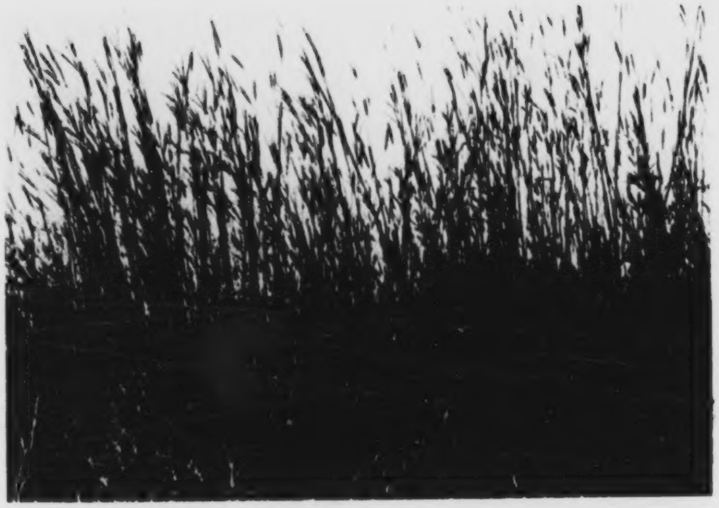
5. ____________________



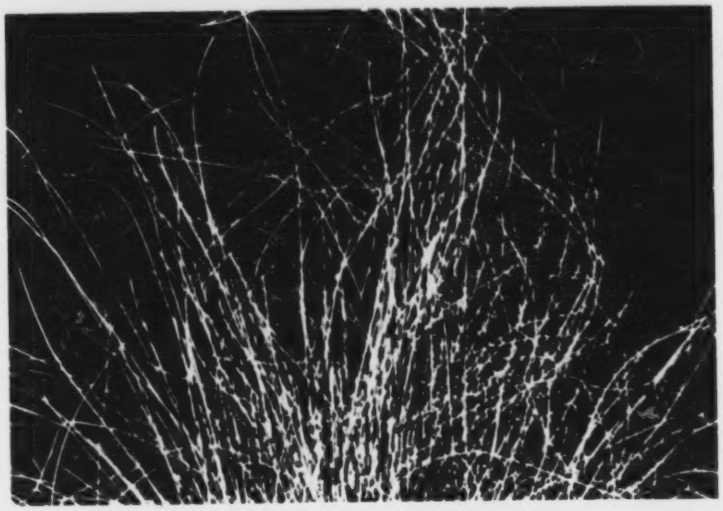
6. ____________________

May be photocopied for student use.

697



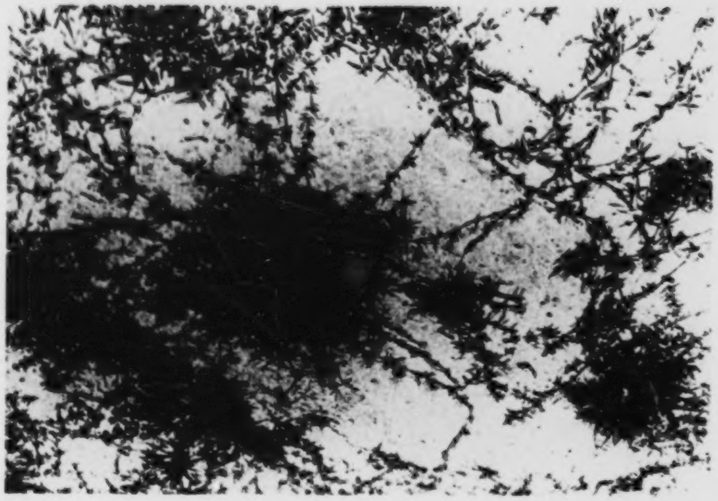
7. ______________________________



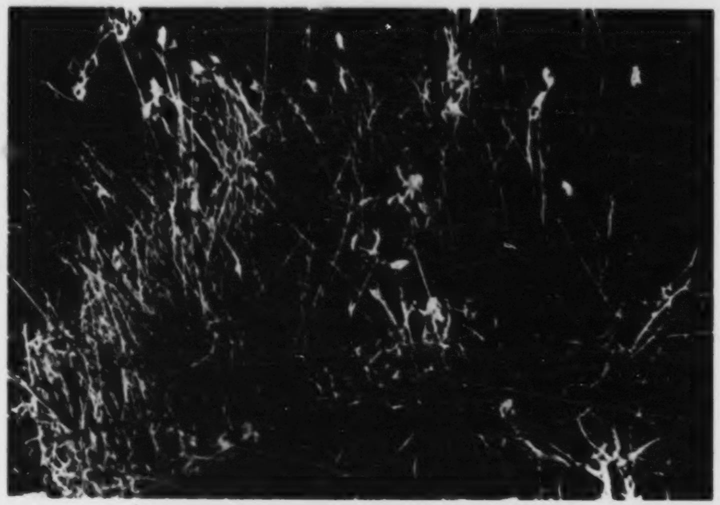
8. ______________________________

608

May be photocopied for student use.

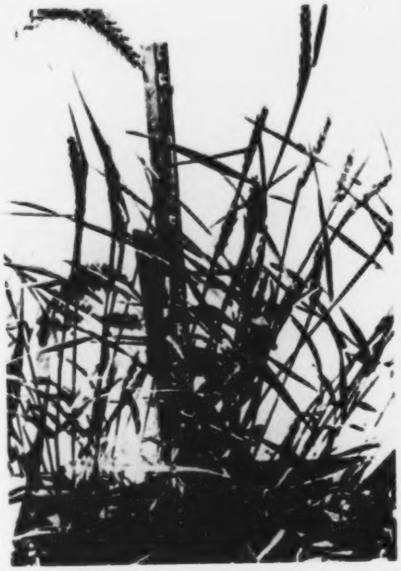


9. ______________________________

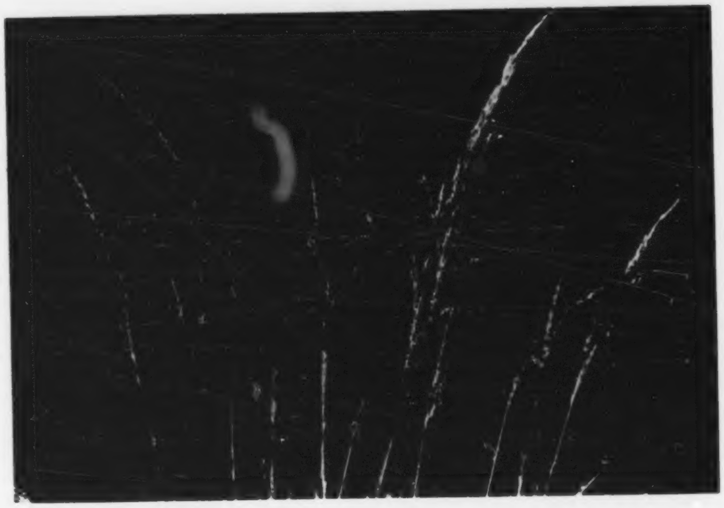


10. ______________________________

May be photocopied for student use.



11. ______________________________

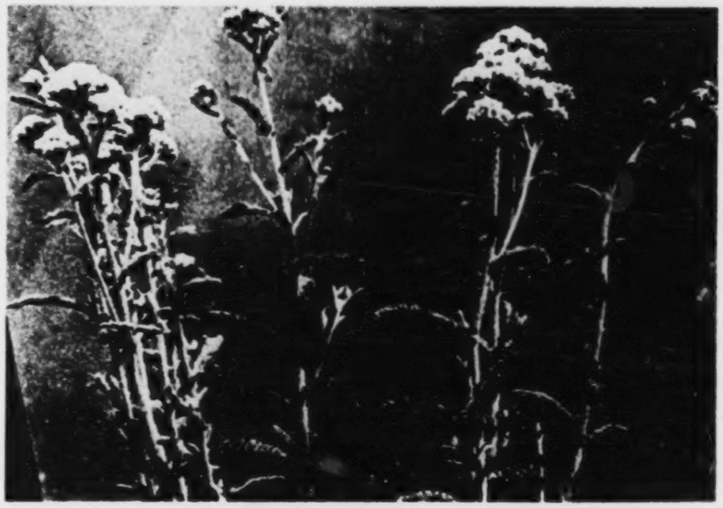


12. ______________________________

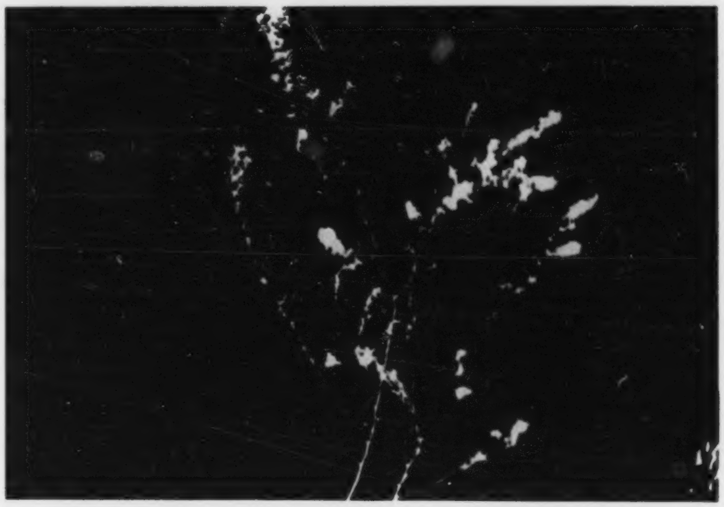
May be photocopied for student use.

OBJECTIVE 7 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 8 **Identify common weeds.** Write the correct names in the blanks.

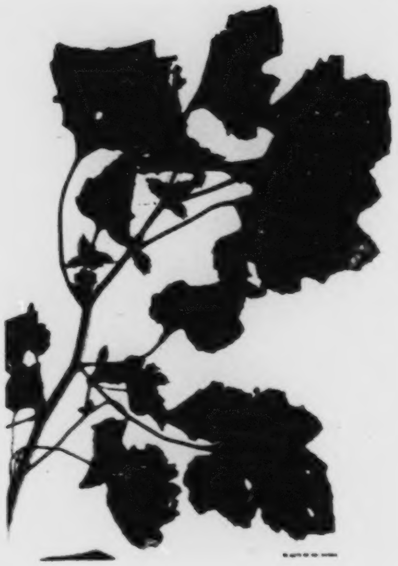


1. ______________________________

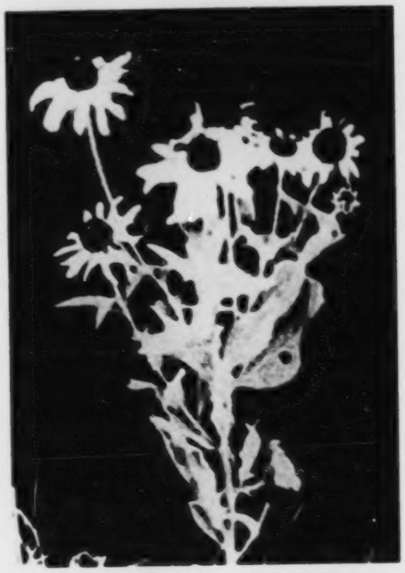


2. ______________________________

May be photocopied for student use. 701

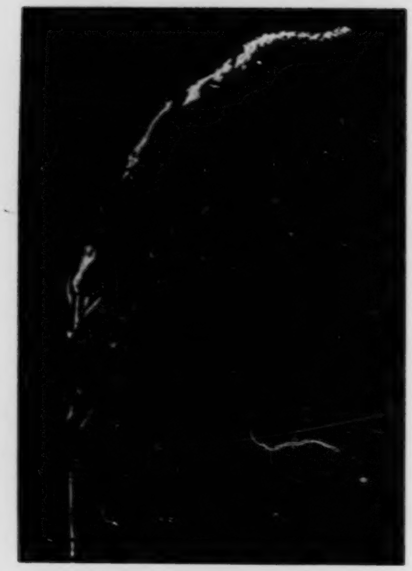


3. ______________________________

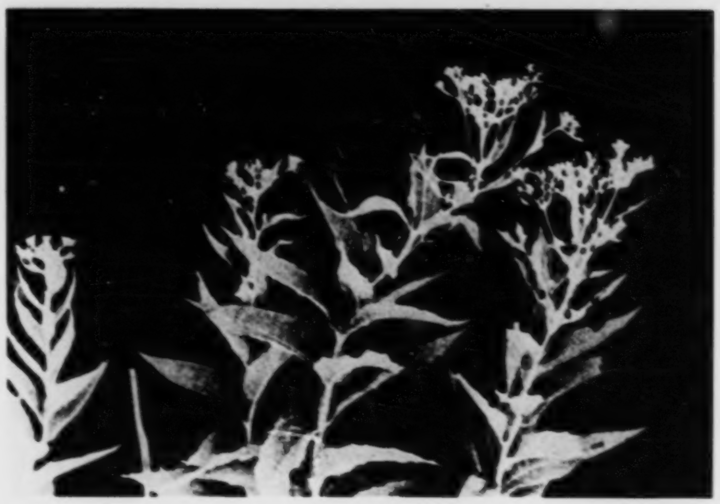


4. ______________________________

May be photocopied for student use.

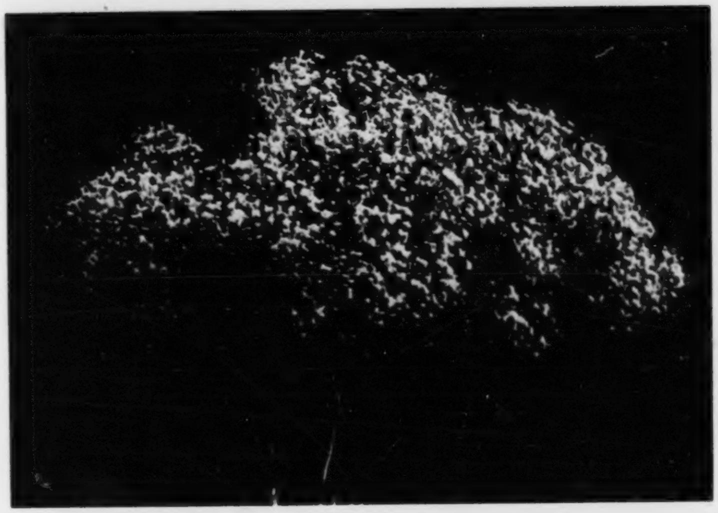


5. ____

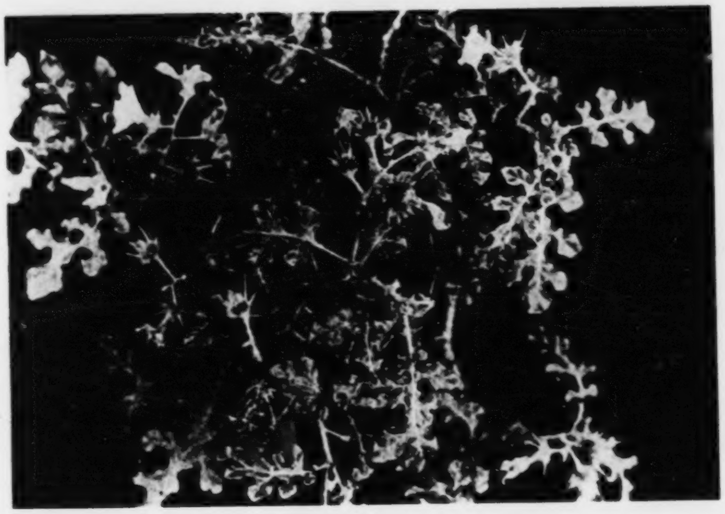


6. ____

May be photocopied for student use.



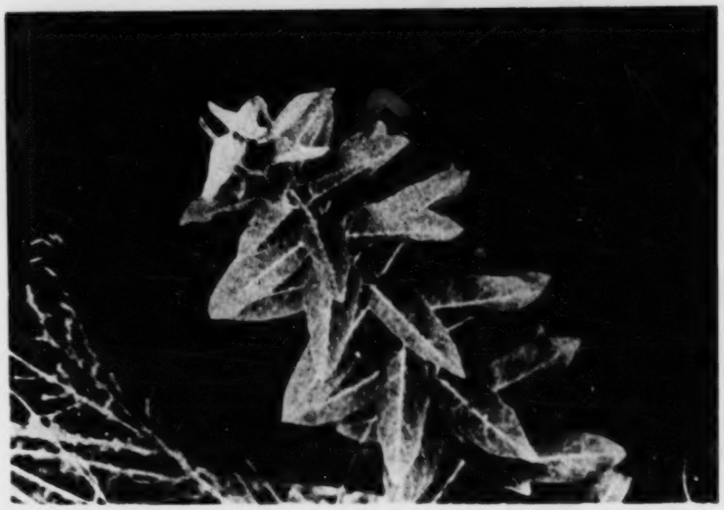
7. ______________________________



8. ______________________________

704

May be photocopied for student use.



9. ______________________________

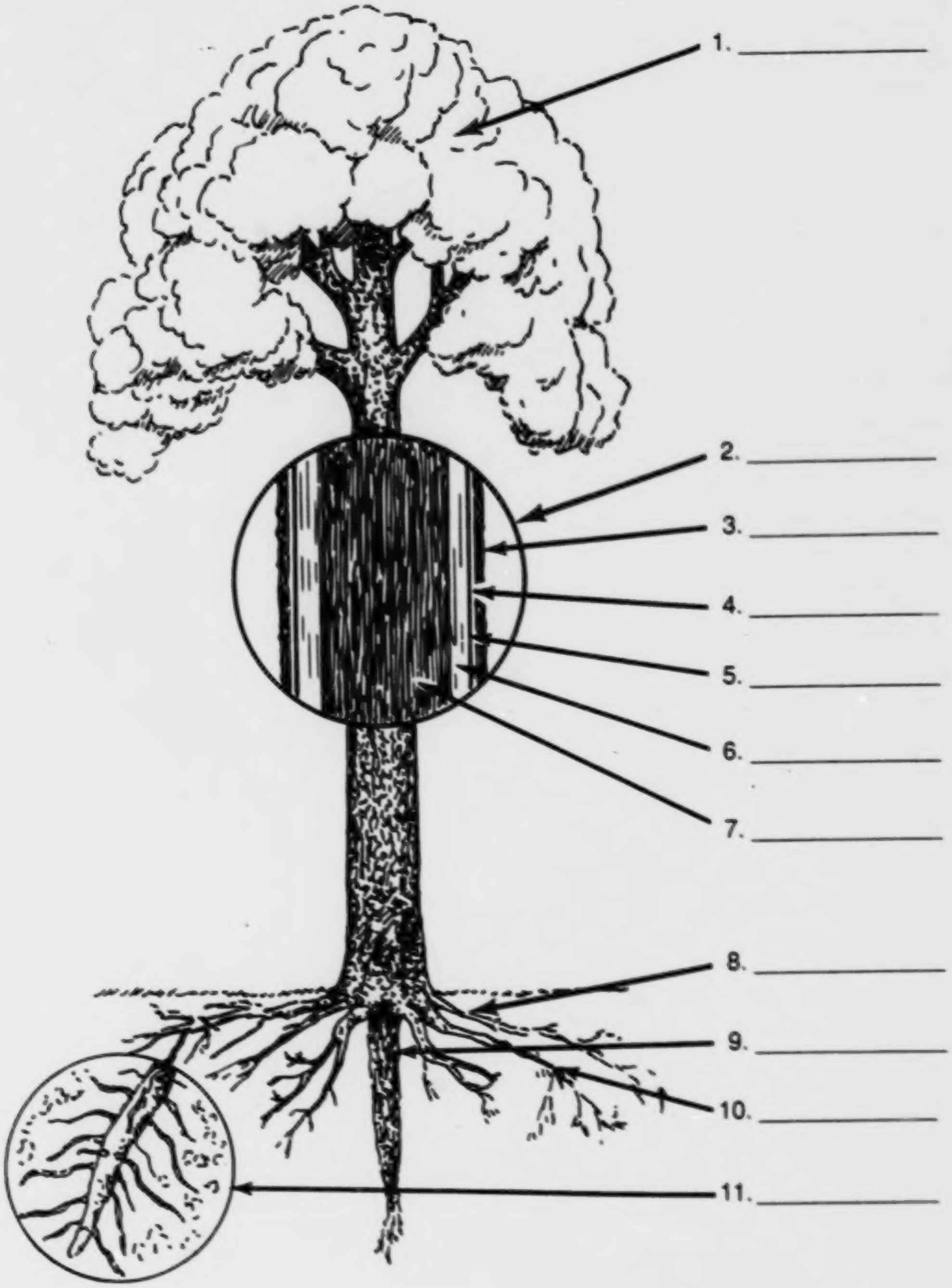
OBJECTIVE 9

Evaluated on Assignment Sheet 2.

705

May be photocopied for student use.

OBJECTIVE 10 | **Label parts of a tree.** Write the name of the part in the blank.


1. ______________

2. ______________

3. ______________

4. ______________

5. ______________

6. ______________

7. ______________

8. ______________

9. ______________

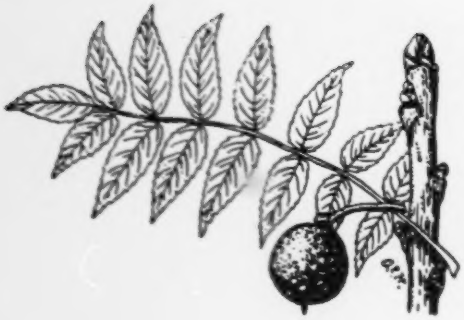
10. ______________

11. ______________

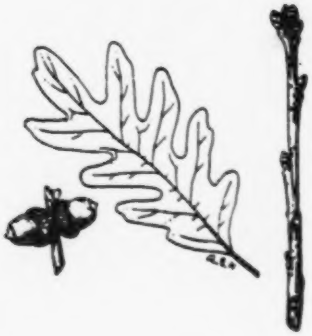
706

May be photocopied for student use.

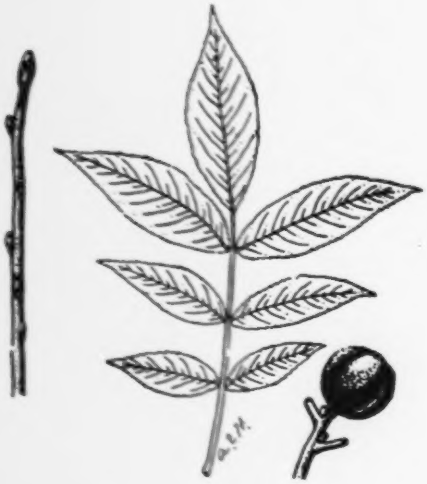
OBJECTIVE 11 | **Identify common types of trees.** Write your answer in the blank.



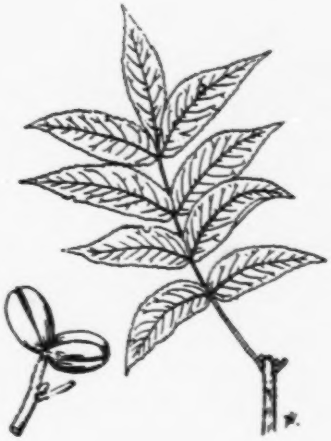
1. ______________________________



2. ______________________________

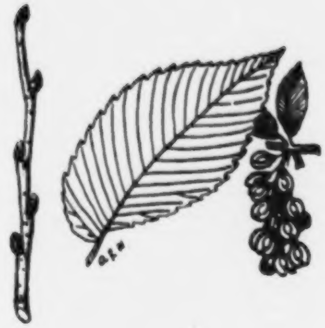


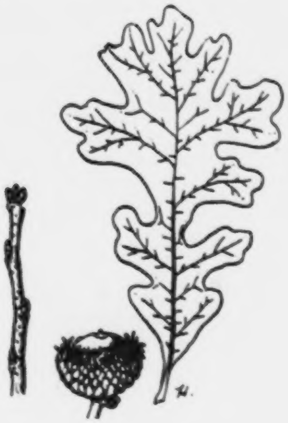
3. ______________________________



4. ______________________________

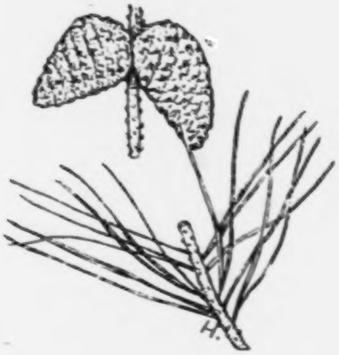
May be photocopied for student use.

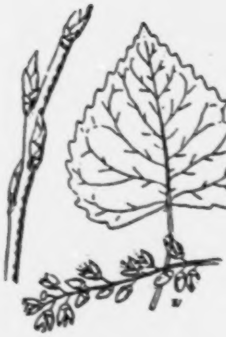




5. ______________________________

6. ______________________________

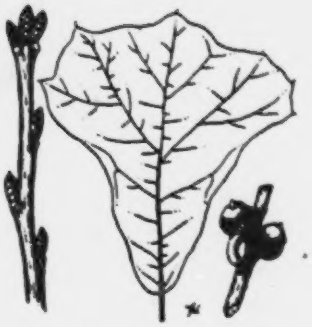


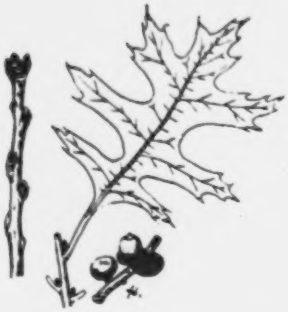


7. ______________________________

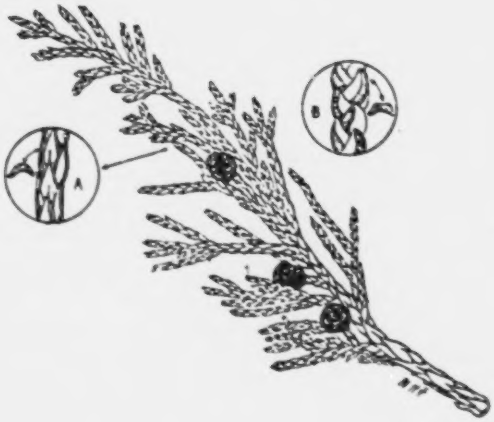
8. ______________________________

May be photocopied for student use.





9. ______________________________ 10. ______________________________



11. ______________________________

OBJECTIVE 12 **Evaluated in Assignment Sheet 3.**

LAP SHEET

AGRICULTURAL MECHANICS ORIENTATION AND SAFETY

F1

Name ______________________________

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

Optional:
Discuss ____ with your instructor the other areas of life such as home repair, automobile repair, or general maintenance abilities where agricultural mechanical competency can be helpful.

6. **Study** ____ the Information Sheet, objective 2.

Optional:
Discuss ____ with your instructor the specific areas of agricultural mechanics that will be covered during the four-year local agricultural education program.

Optional:
Ask ____ your instructor about the specific areas of study and skills to be attained in a specialized agricultural mechanics class if one is offered in your local school.

May be photocopied for student use.

7. Study ____ the Information Sheet, objective 3.

Optional: Discuss ____ with your instructor the non-traditional role of the agricultural mechanic as it applies to employment in the non-agricultural sector and around the home.

Optional: List ____ the names of agricultural areas on paper. Discuss the mechanical skills or activities that go with each area on your list with your instructor.

Optional: Ask ____ your instructor about the importance of keeping equipment adjusted. How does breakdown, abnormal wear, or incorrect operation affect productivity?

8. Study ____ the Information Sheet, objective 4.

9. Study ____ the Information Sheet, objective 5.

10. Study ____ the Information Sheet, objective 6.

Optional: Ask ____ your instructor about the reasons correct tool names must be known and used to communicate effectively during employment.

Optional: View ____ the actual tools provided by your instructor.

Optional: Discuss ____ with your instructor the proper and improper use of the tools.

Optional: Take ____ a tools identification quiz using actual tools from the shop provided by your instructor.

Optional: Ask ____ your instructor to point out additional tools related to various occupations.

11. Study ____ the Information Sheet, objective 7.

Optional: Discuss ____ with your instructor how workers can be more productive if everyone working in a shop knows where items are located and knows that tools can be found in their proper places.

May be photocopied for student use.

Optional: Ask ____ your instructor about the importance of cleanliness and order for a safe work environment. Ask how cleanliness, or freedom from dust and dirt, helps prolong the life of tools.

12. Study ____ the Information Sheet, objective 8.

Optional: Ask ____ your instructor to point out the major areas of the shop that need to be cleaned. Ask about the specific tasks needed to maintain a clean and orderly shop.

Optional: Design ____ a clean-up system using Handouts 1 and 2.

13. Study ____ the Information Sheet, objective 9.

Optional: Visit ____ the agricultural mechanics lab and look for safety problems that need correction. Write your findings on paper to give to your instructor.

Optional: Tour ____ the shop while your instructor points out the locations of equipment and supplies. Listen as your instructor explains their proper uses.

14. Study ____ the Information Sheet, objective 10.

Optional: Tour ____ a factory or shop where color coding and safety procedures are observed and practiced.

15. Study ____ the Information Sheet, objective 11.

11. Ask ____ your instructor to show you the transparencies showing the safety color code system.

17. Ask ____ your instructor about the purposes of the safety color code system.

18. Study ____ the Information Sheet, objective 12.

19. Ask ____ your instructor to discuss the advantages of having an extinguisher on every tractor and vehicle, in the shop, and in the home kitchen.

Optional: Ask ____ your instructor or a fire safety person about the importance of having a sufficient number of properly charged fire extinguishers in the proper locations.

May be photocopied for student use.

Optional: Invite	____	a firefighter to discuss fire safety and extinguisher selection and use.
20. Study	____	the Information Sheet, objective 13.
21. Ask	____	your instructor, school principal, or school safety personnel about the proper local school procedures to follow in case of an accident or injury.
Optional: Ask	____	your instructor for examples of what happens when safety precautions are violated.
Optional: List	____	safety messages that you think would be appropriate in an agricultural education shop. Decide how many of each message are needed and where to locate them. Show your list to your instructor.
Optional: Tour	____	the shop to look for possible hazards and the locations of existing safety signs. If no safety signs exist, discuss with the instructor where the safety signs should be located.
Optional: Complete	____	Handout 3 with your parents to ensure your commitment to safety.
22. Study	____	the Information Sheet, objective 14.
Optional: Discuss	____	with your instructor the possible reasons that wearing safety glasses in shop is important enough to warrant a state law.
Optional: Ask	____	your instructor why prescription eyeglasses or sunglasses are not considered to be safety glasses.
23. Study	____	the Information Sheet, objective 15.
Optional: Invite	____	a resource person to talk to you about the types of occupations related to agricultural mechanics.
Optional: Select	____	two occupations from your instructor's master list of additional occupations. Discuss your interests and the positive and negative aspects of the various occupations in an essay. Give the completed essay to your instructor.

May be photocopied for student use.

24. Do	____	Assignment Sheet 1.
25. Stop	____	and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.
26. Do	____	Assignment Sheet 2.
27. Stop	____	and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.
28. Take	____	the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

Color Designations in the Safety Color Code System

Green	Designates noncritical parts of equipment and machined surfaces, nameplates, bearing surfaces, safety and first-aid equipment
Yellow	Designates operating levers, wheels and handles; hazardous areas that may cause stumbling, falling, or tripping; caution
Orange	Designates electrical switches; interior surfaces of doors on fuse and electrical boxes; movable guards and parts; inside of nonmovable guards; traffic lanes and overhead hazards; dangerous parts of equipment that may cut, crush, shock, or otherwise injure
Red	Designates location of fire-fighting equipment; emergency exits; off buttons, or levers for stopping electrical equipment; gasoline cans (with an additional yellow band around the can)

May be photocopied for student use.

Color Designations in the Safety Color Code System

(Continued)

Blue	Designates caution against starting equipment being repaired or using defective equipment **NOTE:** A blue tag should be attached to defective equipment. The tag should read "Out of Order."
Ivory	Designates table edges, vise jaws, and edges of tool rests; used to reflect light and "show the way"
Aluminum	Used for table tops and work areas; provides contrast with work

716

May be photocopied for student use.

AGRICULTURAL MECHANICS ORIENTATION AND SAFETY

Name ______________________________ Date _________ Score ___

OBJECTIVE 1

Define agricultural mechanics. Write your answer in the blanks provided.

____

____

____

OBJECTIVE 2

List areas of agricultural mechanics. Write your answers in the blanks provided.

- ____
- ____
- ____
- ____
- ____

OBJECTIVE 3

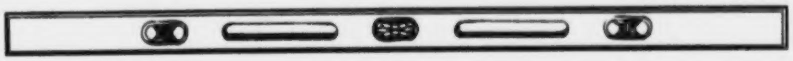
State the importance of agricultural mechanics to the total agricultural industry. Write your answers in the blanks provided.

- ____
- ____
- ____
- ____
- ____

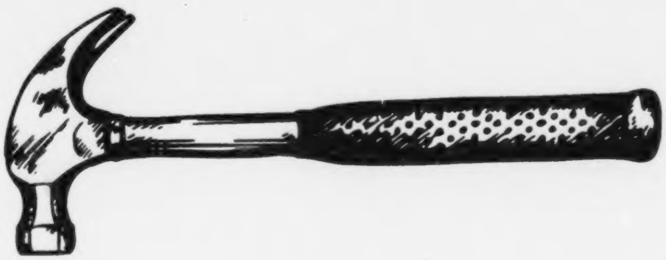
May be photocopied for student use.

OBJECTIVE 4

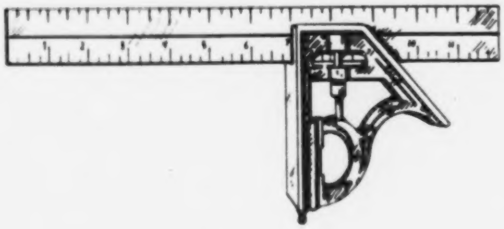
Identify basic carpentry tools. Write your answers in the blanks provided.



1. ______________________________



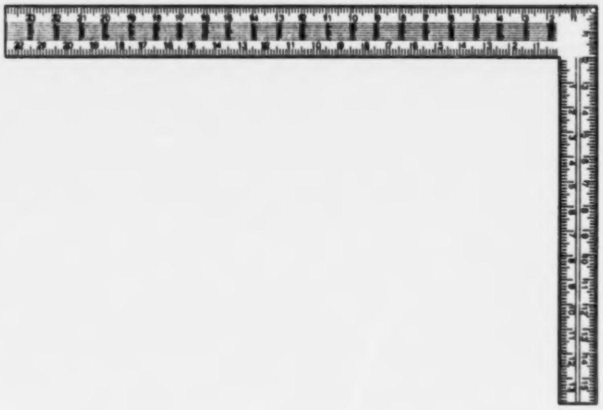
2. ______________________________



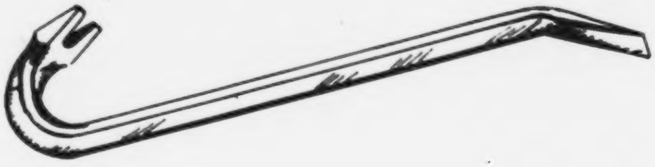
3. ______________________________

718

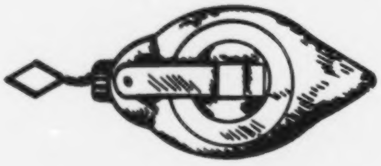
May be photocopied for student use.



4. ____

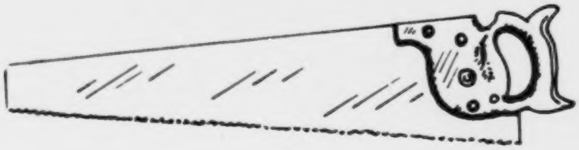


5. ____

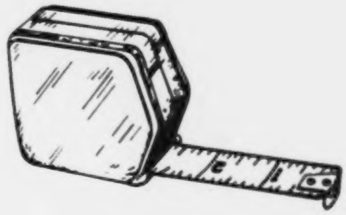


6. ____

May be photocopied for student use.



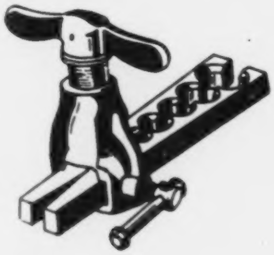
7. ______________________________



8. ______________________________

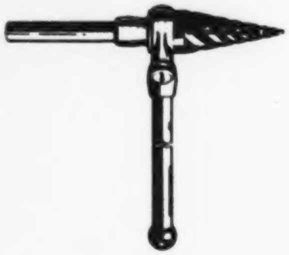
OBJECTIVE 5

Identify basic plumbing tools. Write your answers in the blanks provided.

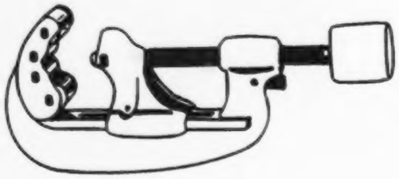


1. ______________________________

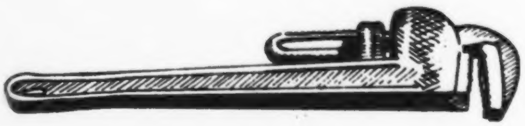
May be photocopied for student use.



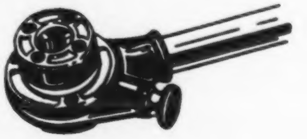
2. ______________________________



3. ______________________________

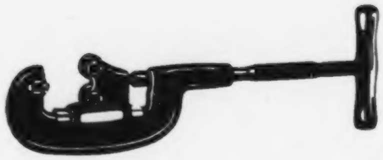


4. ______________________________

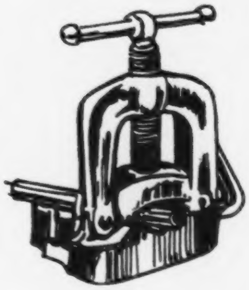


5. ______________________________

May be photocopied for student use.



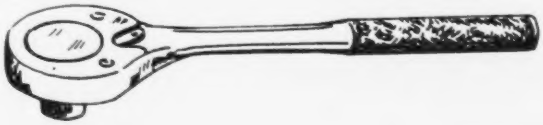
6. ______________________________



7. ______________________________

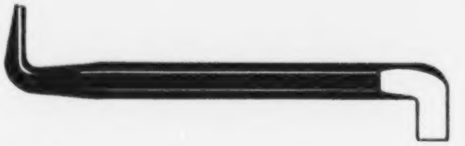
OBJECTIVE 6

Identify common shop tools. Write your answers in the blanks provided.

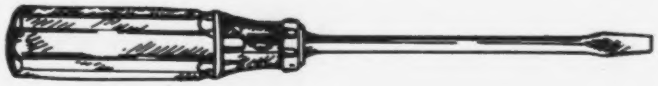


1. ______________________________

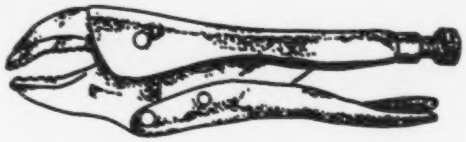
May be photocopied for student use.



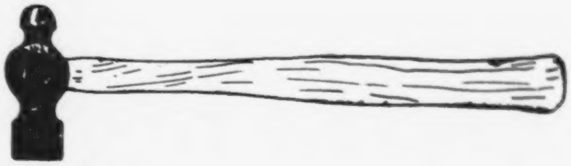
2. ______________________________



3. ______________________________

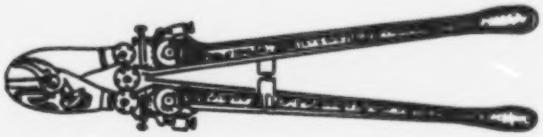


4. ______________________________

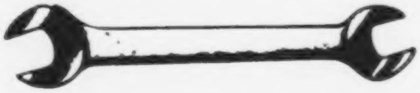


5. ______________________________

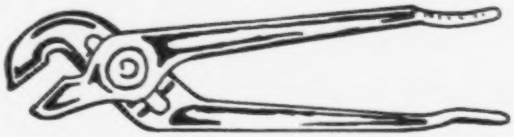
May be photocopied for student use.



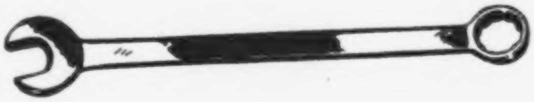
6. ______________________________



7. ______________________________

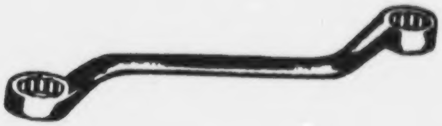


8. ______________________________

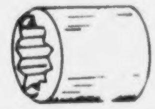


9. ______________________________

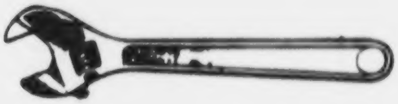
May be photocopied for student use.



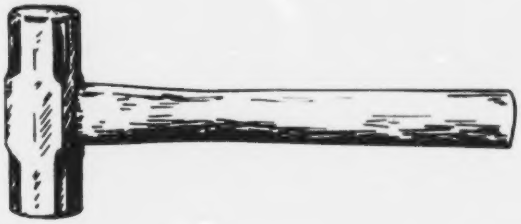
10. ______________________________



11. ______________________________

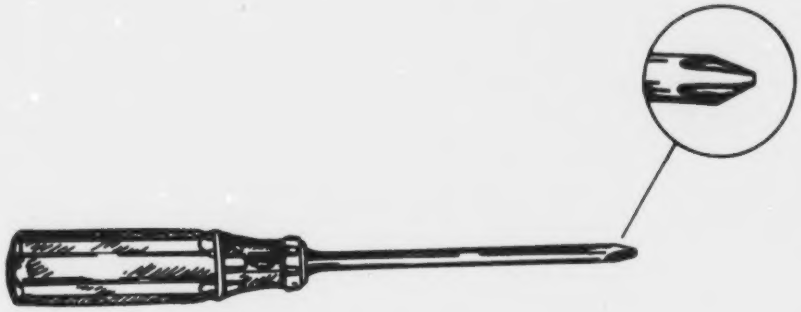


12. ______________________________

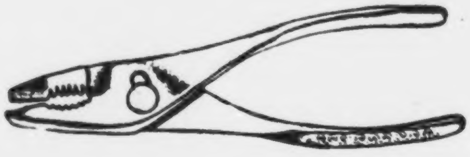


13. ______________________________

May be photocopied for student use.



14. ______________________________



15. ______________________________

OBJECTIVE 7 **State reasons for maintaining a clean and orderly shop.** Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 8 **List areas of responsibility in maintaining an orderly shop area.** Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________

May be photocopied for student use.

- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 9

Match areas of the shop to the correct cleaning equipment and supplies needed for each area. Write the correct letter in the blanks provided.

A. floors
B. shop equipment
C. restroom

_____ 1. Toilet bowl brushes; toilet bowl cleaners; mop; mop bucket and wringer; disinfectant detergent; glass cleaner and paper towels for mirrors

_____ 2. Pushbrooms; floor sweep; oil absorbents; dustpans

_____ 3. Handbrooms; dust cloths

OBJECTIVE 10

State the purposes of the safety color code system. Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 11

Match the colors of the safety color code system to their correct designations. Write the correct letter in the blanks provided.

A. ivory
B. blue
C. red
D. aluminum
E. orange
F. yellow
G. green
H. purple

_____ 1. Designates electrical switches; interior surfaces of doors on fuse and electrical boxes; movable guards and parts; inside of nonmovable guards; traffic lanes and overhead hazards; dangerous parts of equipment that may cut, crush, shock, or otherwise injure

May be photocopied for student use.

____ 2. Used for table tops and work areas; provides contrast with work

____ 3. Designates noncritical parts of equipment and machined surfaces, nameplates, bearing surfaces, safety and first-aid equipment

____ 4. Designates table edges, vise jaws, and edges of tool rests; used to reflect light and "show the way"

____ 5. Designates location of fire-fighting equipment; emergency exits; off buttons, or levers for stopping electrical equipment; gasoline cans (with an additional yellow band around the can)

____ 6. Designates caution against starting equipment being repaired or using defective equipment

____ 7. Designates operating levers, wheels and handles; hazardous areas that may cause stumbling, falling, or tripping; caution

OBJECTIVE 12

Match classes of fires to their correct descriptions. Write the correct letters in the blanks.

A. Class B
B. Class C
C. Class A
D. Class D

____ 1. Fires that occur in ordinary combustible materials such as wood, rags, and rubbish

____ 2. Fires that occur with flammable liquids such as gasoline, oil, grease, paints, and thinners

____ 3. Fires that occur in or near electrical equipment such as motors, switchboards, and electrical wiring

____ 4. Fires that occur with combustible metals such as magnesium

May be photocopied for student use.

OBJECTIVE 13

State general safety precautions for the shop or work area. Write ten safety precautions in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 14

State conditions in which eye protection is needed in agricultural mechanics. Write your answers in the blanks provided.

- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  _______________ _______________
- _______________ _______________
  _______________ _______________

May be photocopied for student use.

- ____

  ____

- ____

  ____

OBJECTIVE 15

Match agricultural mechanics occupational titles to their correct descriptions. Write the correct letter in the blanks provided.

A. farm equipment mechanic
B. surveyor's assistant
C. welder
D. carpenter's helper
E. electrician's helper
F. fence builder
G. farm machine operator
H. small engine mechanic
I. maintenance mechanic's helper
J. farm machinery set-up mechanic

_____ 1. Assists electrician in installing and repairing electrical wiring, fixtures, and equipment

_____ 2. Performs all types of tasks related to various types of welding and oxy-gas cutting and heating

_____ 3. Operates, maintains ,adjusts, and performs minor repairs on all types of tractors and farming equipment

_____ 4. Assists in repairing and maintaining all types of machinery and equipment

_____ 5. Maintains, repairs, and overhauls all types of farm machinery and equipment; may install and repair plumbing and electrical systems, as well as construct and repair buildings and structures

_____ 6. Uncrates, erects or assembles, adjusts, and lubricates farm machinery

May be photocopied for student use.

____ 7. Repairs small gasoline engines for all types of farm equipment

____ 8. Assists carpenter with all types of wood construction; may require use of numerous hand and power tools

____ 9. Erects and repairs metal and wooden fences and gates around industrial establishments, residences, or farms; uses hand and power tools

____ 10. Assists surveyor in all types of tasks related to land surveying

OBJECTIVE 16 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 17 **Evaluated on Assignment Sheet 2.**

May be photocopied for student use.

Sample Clean-up Chart

HANDOUT 1

NAME	CLEAN-UP CHART Weeks																JOB
	1	2	3	4	5	6	7	8	9	10							
James Arthur	1	2	3	4	5	6	7	8	9	10							1. Supervisor
Sue Autry	2	3	4	5	6	7	8	9	10	11							2. Sweeper
Terry Banks	3	4	5	6	7	8	9	10	11	12							3. Handbroom Person
Joe Cantor	4	5	6	7	8	9	10	11	12	13							4. Toolroom Manager
Bill Davis	5	6	7	8	9	10	11	12	13	14							5. Extra
Renee Evans	6	7	8	9	10	11	12	13	14	15							6. Sweeper
Brian Fox	7	8	9	10	11	12	13	14	15	1							7. Washbasin Person
Barry Fuller	8	9	10	11	12	13	14	15	1	2							8. Handbroom Person
Jack Gaines	9	10	11	12	13	14	15	1	2	3							9. Restroom Person
Tara Grooms	10	11	12	13	14	15	1	2	3	4							10. Extra
Jana Hanks	11	12	13	14	15	1	2	3	4	5							11. Scrap Material Handler
Tony Hunk	12	13	14	15	1	2	3	4	5	6							12. Sweeper
George Ingram	13	14	15	1	2	3	4	5	6	7							13. Trash Can Person
Harold Lark	14	15	1	2	3	4	5	6	7	8							14. Sweeper
Greg Pierce	15	1	2	3	4	5	6	7	8	9							15. Handbroom Person

May be photocopied for student use.

HANDOUT 2

Clean-up Chart Job Titles and Responsibilities

Supervisor	• Stops work by calling for clean-up in adequate time before bell • Sees that all students do their jobs • Covers for an absent student if an Extra is not available • Makes sure that all equipment is turned off at the end of the hour
Sweeper	• Works with other sweepers to see that the entire shop floor is swept and that the collected dirt is properly disposed of in a trash can
Handbroom Person	• Sweeps tops of all pieces of equipment ahead of floor sweepers • Sweeps off tables, workbenches, and welding booths ahead of floor sweepers • Works with sweepers to pick up final piles, using handbroom and dustpan • Places final dirt piles in trash can
Toolroom Manager	• Checks out all tools to students • Keeps the tools clean • Notifies the instructor of any broken or improperly adjusted tools • Checks in tools at the end of the class time • Notifies the instructor of any tool shortages or consumable supplies needed

May be photocopied for student use.

Extra	• Performs duties of any student who is absent
Washbasin Person	• Cleans area around washbasin • Notifies instructor of any shortages such as towels or soap
Restroom Person	• Cleans restroom(s) • Notifies the instructor of any shortage of supplies
Scrap Material Handler	• Works with the handbroom sweepers and floor sweepers to pick up scrap metal or wood and properly dispose of it • Places all rags in proper container
Trash Can Person	• Properly disposes of any materials in shop trash cans by emptying them into the outside dumpster

May be photocopied for student use.

_______________________ High School

________________________________, who is enrolled in a vocational agriculture course, will, as a part of the shop experience, operate machines, providing that the parent or guardian gives written permission.

It is understood that each student will be given proper instruction, both in the use of the equipment and in correct safety procedures concerning it, before being allowed to operate it.

The student must assume responsibility for the following safety practices, and we therefore ask that the student subscribe to the following safety pledge.

1. I will wear proper eye protection in the shop at all times.
2. I will follow all safety rules for the shop, as prescribed by the instructor.
3. I will only use a machine after first having received instructions and authorization from the instructor.
4. I will work in a manner which will be safe for others in the shop.
5. I will report any accident or injury to the instructor immediately.

Date__________________ Student's Signature__________________________________

I hereby give my consent to allow my child to operate all machines and equipment necessary in carrying out the requirements of the course in which my child is enrolled.

Date__________________ Parent/Guardian Signature_____________________________

Parents are cordially invited to visit the shops to inspect the machines and to see them in operation at any time.

Date__________________ Ag-Ed Instructor____________________________________

May be photocopied for student use. 736

LAP
SHEET

ARC WELDING

F2

Name ____

Check the blank as you complete each step.

1. Take	____	the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. Read	____	the introduction, unit objective, and specific objectives.
3. Do	____	the focus assignments.
4. Stop	____	and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.
5. Study	____	the Information Sheet, objective 1.
Optional: Tour	____	the shop looking for as many of the types of welding machines as are available.
Optional: Ask	____	your instructor what the abbreviations SMAW, GTAW, and GMAW refer to.
Optional: View	____	examples, provided by your instructor, of the uses for each kind of welding machine.
Optional: Discuss	____	with a local supplier the kinds of welding machines and their uses.
Optional: Watch	____	a demonstration of accidents in the shop.
6. Study	____	the Information Sheet, objective 2.
7. Watch	____	a demonstration of how to make helmet and lens changes.

May be photocopied for student use.

Optional: Tour ____ the shop to look at the components that make up the arc welding equipment.

Optional: Ask ____ your instructor what to look for when checking the equipment to be sure it is in good condition.

Optional: Ask ____ your instructor to show you the result of handling hot metal with leather gloves.

Optional: Watch ____ the video *Introduction to Arc Welding* and discuss it with your instructor.

8. Study ____ the Information Sheet, objective 3.

9. Study ____ the Information Sheet, objective 4.

Optional: Discuss ____ with your instructor the various types, sizes, and classifications of electrodes. Look at the examples of each type.

Optional: Ask ____ your instructor about the types of information that can be obtained from an electrode selection wall chart and the electrode pocket guide books.

10. Study ____ the Information Sheet, objective 5.

11. Ask ____ your instructor to show you the transparency showing how to read the AWS classification of electrodes.

12. Study ____ the Information Sheet, objective 6.

Optional: Ask ____ your instructor about how moisture can affect flux.

13. Study ____ the Information Sheet, objective 7.

Optional: Watch ____ your instructor demonstrate the procedures for establishing an arc.

May be photocopied for student use.

14. **Study** ____ the Information Sheet, objective 8.

Optional: Watch ____ your instructor demonstrate the arc length in the shop.

15. **Study** ____ the Information Sheet, objective 9.

16. **Ask** ____ your instructor to show you the transparency showing the parts of the welding process.

Optional: Watch ____ as your instructor demonstrates the actual welding process by running a bead. Notice the proper arc length.

Optional: Invite ____ a local welder to demonstrate the welding process to you. Ask the welder to discuss the important aspects of the process.

17. **Study** ____ the Information Sheet, objective 10.

18. **Ask** ____ your instructor to show you the transparency showing the various welding positions.

Optional: Practice ____ the welding positions with a hand-held piece of metal and a hand-held electrode.

Optional: Watch ____ your instructor demonstrate the welding positions.

Optional: Invite ____ a local welder to demonstrate the various welding positions for you.

19. **Study** ____ the Information Sheet, objective 11.

20. **Ask** ____ your instructor to show you the transparency showing the kinds of welds from the end view and the top view.

Optional: View ____ examples of actual welds.

21. **Study** ____ the Information Sheet, objective 12.

22. **Ask** ____ your instructor to show you the transparency showing the types of weld joints.

Optional: View ____ examples of actual weld joints

May be photocopied for student use.

Optional: Ask _____ your instructor which types of joints the bead weld, the groove weld, and the fillet weld are used for.

23. **Study** _____ the Information Sheet, objective 13.

Optional: Watch _____ a demonstration of how raising the current can produce enough heat to burn a hole completely through the metal.

Optional: Ask _____ your instructor about the different current settings that are suggested for different thicknesses of metal and different electrode sizes.

24. **Study** _____ the Information Sheet, objective 14.

Optional: Discuss _____ with your instructor how the things you have learned relate to making either high-quality or poor welds.

Optional: View _____ prepared examples of poor welds. Using the reasons for poor welds listed, identify each sample.

Optional: Watch _____ a demonstration of each of the reasons for poor welds. Examine the resulting examples.

25. **Study** _____ the Information Sheet, objective 15.

Optional: Listen _____ as your instructor tells about instances that may have resulted in an accident or tragedy due to someone's lack of observing and practicing proper safety requirements.

Optional: Discuss _____ with your instructor instances that you may know of that resulted from not observing proper safety precautions.

Optional: Discuss _____ with your instructor each safety precaution as it relates to personal safety and the safety of others in the immediate work area.

May be photocopied for student use.

26. **Ask** ____ your instructor to demonstrate the guidelines and procedures in Job Sheet 1. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.

27. **Practice** ____ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.

28. **Stop** ____ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.

29. **Ask** ____ your instructor to demonstrate the guidelines and procedures in Job Sheet 2. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.

30. **Practice** ____ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.

31. **Stop** ____ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.

32. **Ask** ____ your instructor to demonstrate the guidelines and procedures in Job Sheet 3. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.

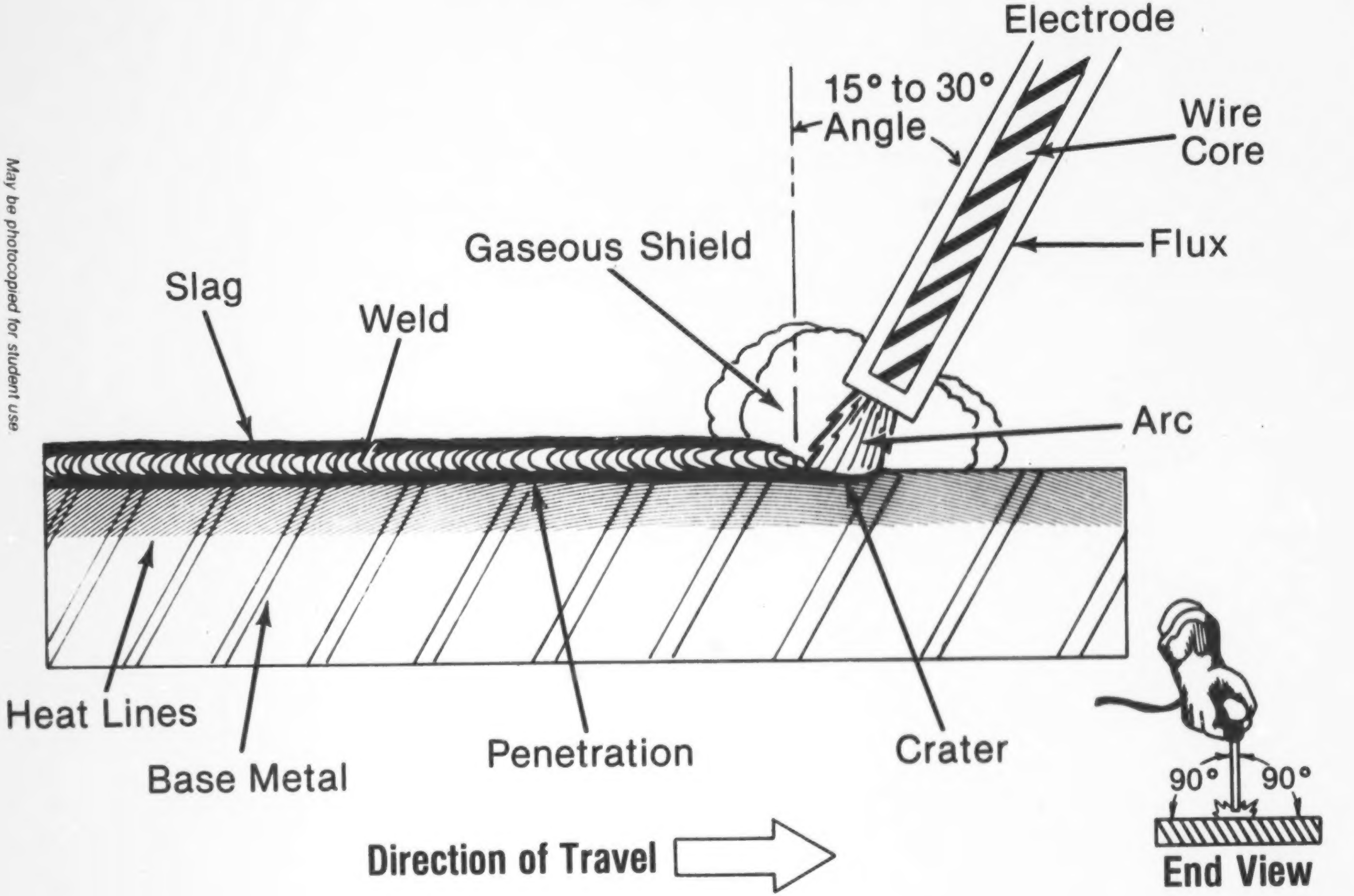
33. **Practice** ____ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.

34. **Stop** ____ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.

35. **Take** ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

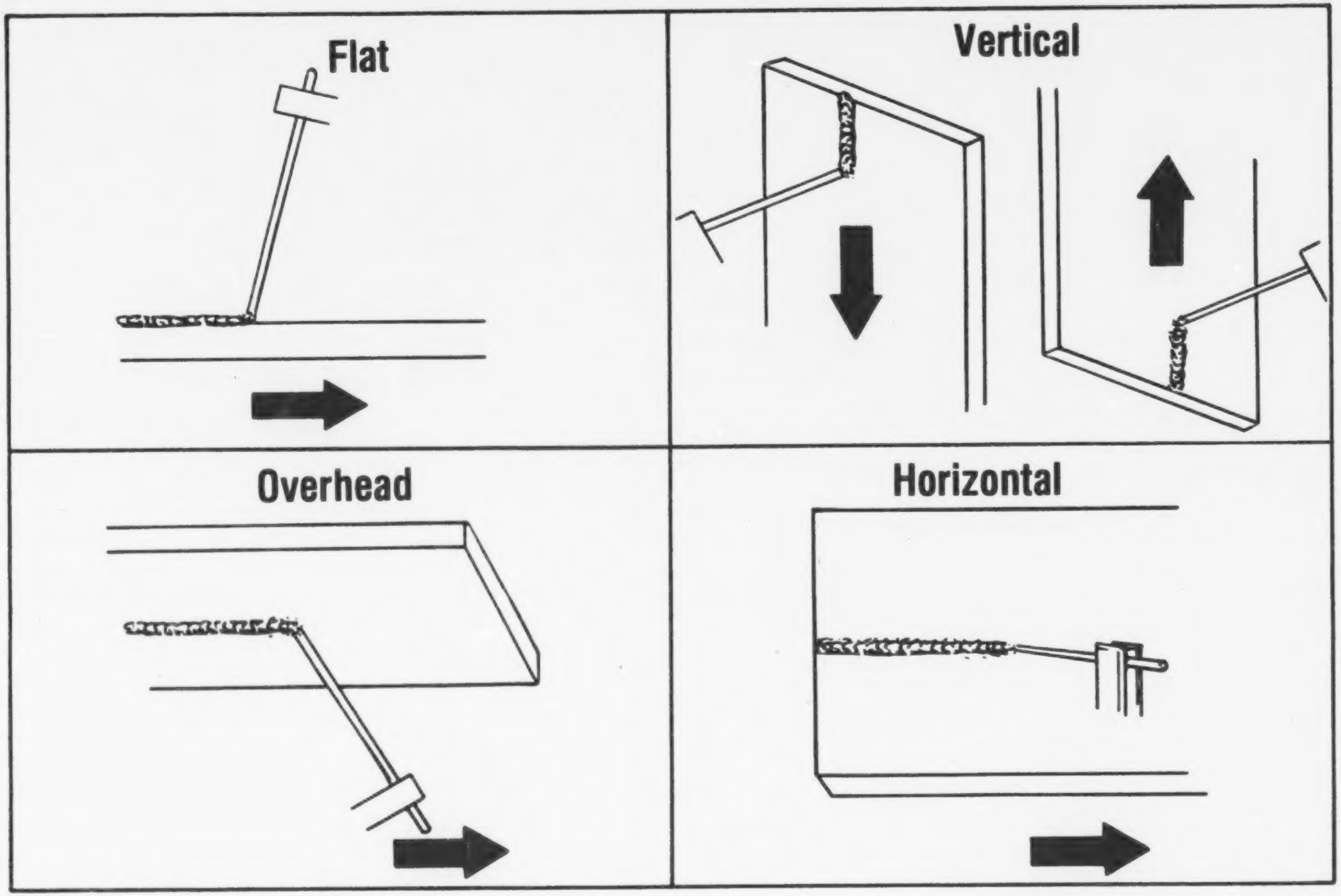
May be photocopied for student use.

Welding Process


Electrode
15° to 30° Angle
Wire Core
Flux
Gaseous Shield
Slag
Weld
Arc
Heat Lines
Base Metal
Penetration
Crater
Direction of Travel
90°
90°
End View

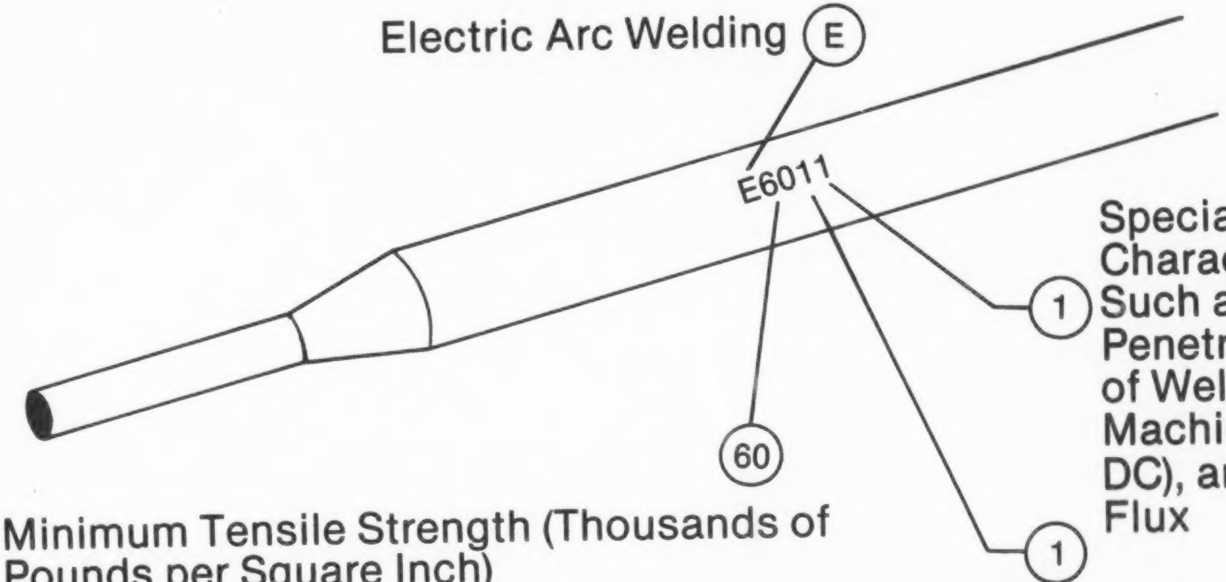
May be photocopied for student use.

Welding Positions


Flat
Vertical
Overhead
Horizontal

May be photocopied for student use.

AWS Classification of Electrodes



Electric Arc Welding

Special Characteristics Such as Polarity, Penetration, Type of Welding Machine (AC or DC), and Type of Flux

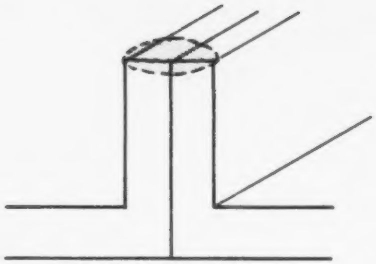
Minimum Tensile Strength (Thousands of Pounds per Square Inch)

Welding Position
1--All Positions
2--Flat and Horizontal Only
3--Flat Only

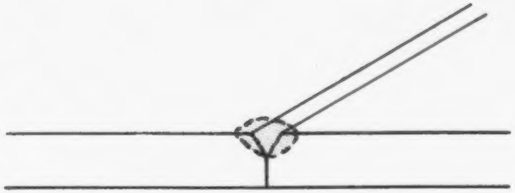
E6011 Mild Steel Electrode

May be photocopied for student use.

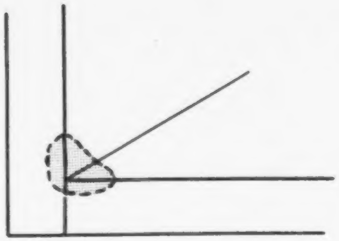
Types of Weld Joints



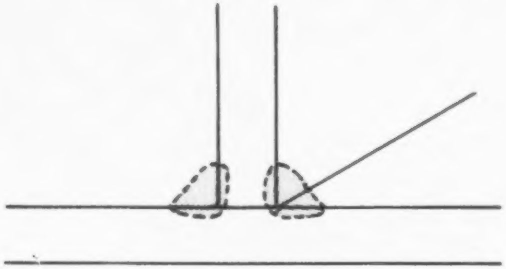
Edge Joint



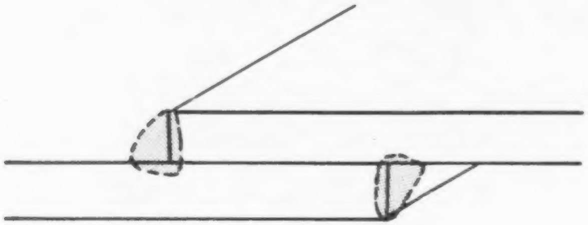
Butt Joint



Corner Joint



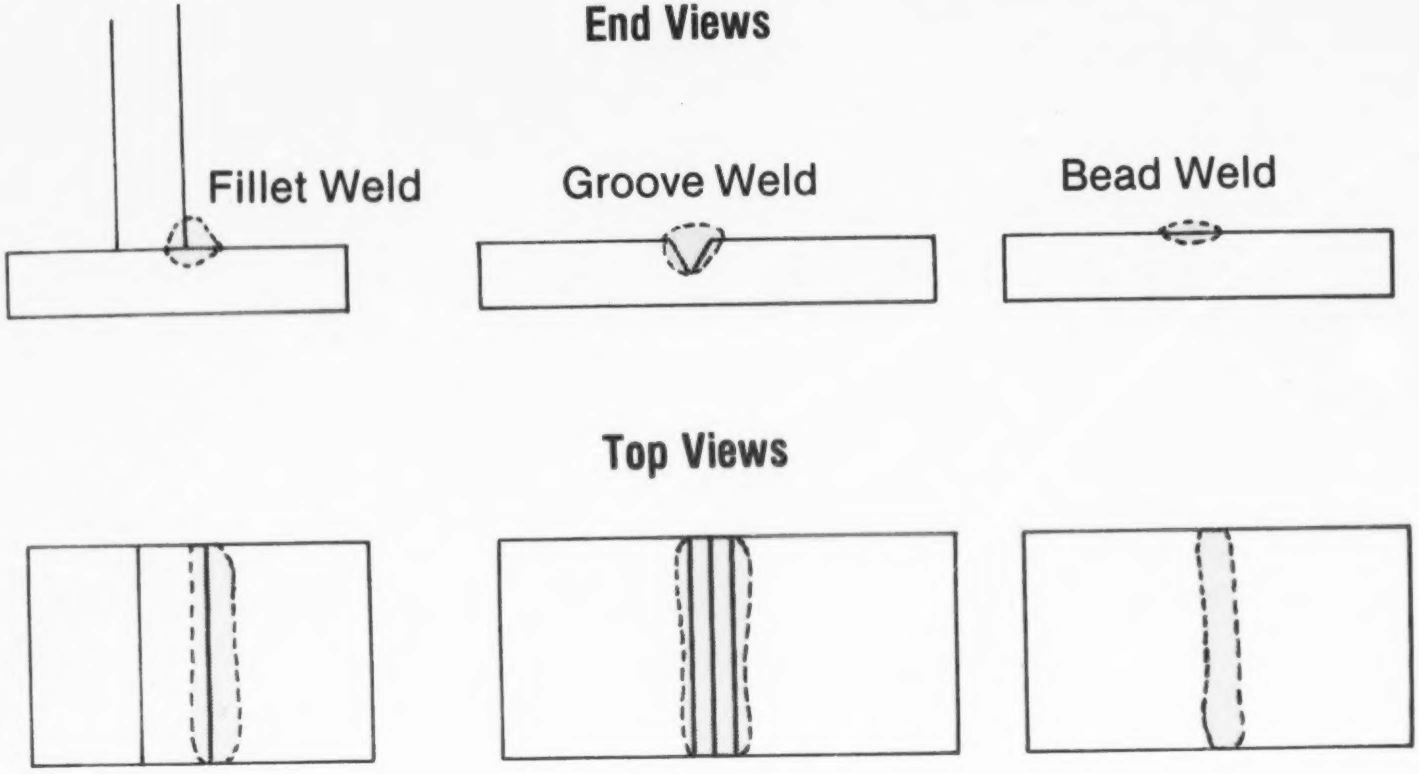
T-Joint



Lap Joint

May be photocopied for student use.

Kinds of Welds


End Views
Fillet Weld
Groove Weld
Bead Weld
Top Views

May be photocopied for student use

WRITTEN TEST

ARC WELDING

F2

Name ______________________ Date __________ Score ____

OBJECTIVE 1

Match to their correct descriptions kinds of arc welding machines. Write the correct letters in the blanks.

A. Tungsten inert gas (TIG)

B. Direct current (DC)

C. Metal inert gas (MIG)

D. Alternating/direct current (AC/DC)

E. Alternating current (AC)

____ 1. Machine that may use either AC or DC current; uses an inert shielding gas and a nonconsumable tungsten electrode

____ 2. Machine in which the electric current flows in one direction

____ 3. Machine that is capable of supplying AC or DC current for welding

____ 4. Machine that alternates direction of flow of electric current 120 times per second

____ 5. Machine that may use AC or DC current; uses an inert shielding gas and a consumable wire electrode that is fed automatically from a spool

OBJECTIVE 2

Select from a list common pieces of equipment used in arc welding. Write an "X" in the blank before each correct answer.

____ 1. Hoses

____ 2. Welding machine

____ 3. Electrode holder with lead

752

May be photocopied for student use

____ 4. Crescent wrench

____ 5. Ground clamp with lead

____ 6. Helmet

____ 7. Leather gloves

____ 8. Powdered flux

____ 9. Chipping hammer

____ 10. Eye protection

____ 11. Wire brush

____ 12. Electrodes

OBJECTIVE 3

List types of electrodes. Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 4

Select from a list the most common sizes of electrodes used in arc welding. Write an "X" in the blank before each correct answer.

____ 1. $^{3}/_{32}$ inch

____ 2. $^{1}/_{8}$ inch

____ 3. $^{5}/_{16}$ inch

____ 4. $^{5}/_{32}$ inch

____ 5. $^{3}/_{8}$ inch

May be photocopied for student use.

OBJECTIVE 5

Identify characters in the AWS electrode classification system. Write your answers in the blanks provided.

- Indicates position to be used

  ____

- Denotes that electrode is for electric arc welding

  ____

- Gives code for special characteristics of electrode

  ____

- Indicate tensile strength in thousands of pounds per square inch

  ____

OBJECTIVE 6

List the purposes of flux. Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 7

List methods of establishing an arc. Write your answers in the blanks provided.

- ______________________________
- ______________________________

May be photocopied for student use.

OBJECTIVE 8

Select from a list characteristics of proper arc length. Write an "X" in the blank before the correct answers.

____ 1. End of electrode is same distance from base metal as diameter of electrode

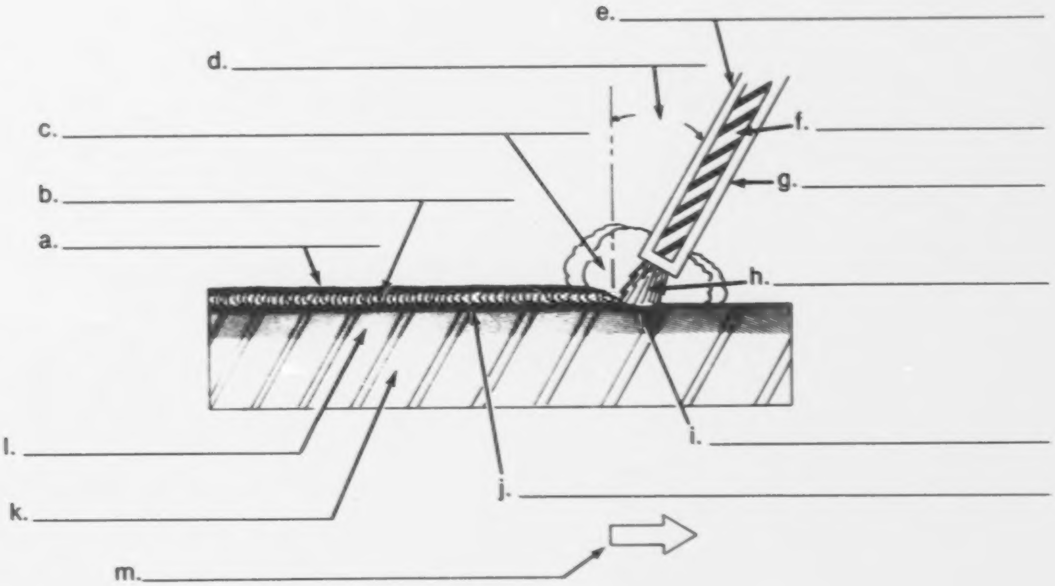
____ 2. Steady hum from welding machine and a "frying" sound at the arc

____ 3. Flame tip is $^1/_8$ inch above the crater of the weld on base metal

____ 4. Burned end of flux maintains a constant distance from base metal at all times

OBJECTIVE 9

Label the parts of the welding process. Write your answers in the blanks provided.



May be photocopied for student use.

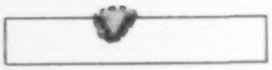
OBJECTIVE 10

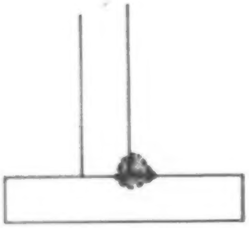
List welding positions. Write your answers in the blanks provided.

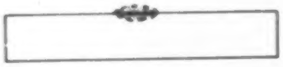
- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 11

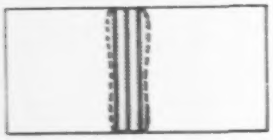
Identify kinds of welds. Write your answers in the blanks provided.

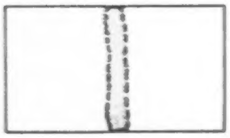


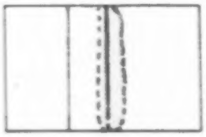




1. ____________________
2. ____________________
3. ____________________





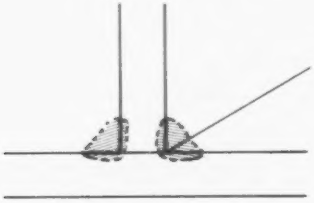


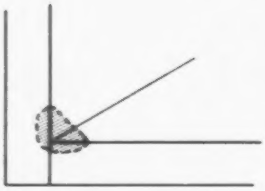
4. ____________________
5. ____________________
6. ____________________

May be photocopied for student use.

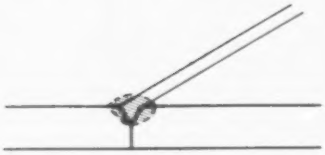
OBJECTIVE 12

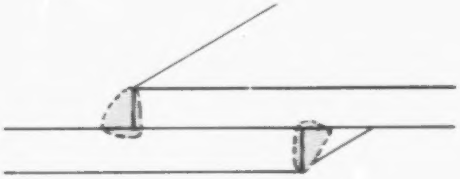
Identify types of weld joints. Write your answers in the blanks provided.



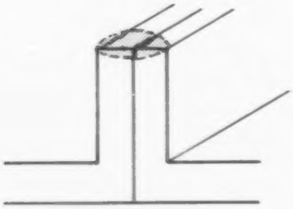


1. ______________________ 2. ______________________





3. ______________________ 4. ______________________



5. ______________________

May be photocopied for student use.

OBJECTIVE 13

Describe the effects of raising and lowering the current setting on arc welding machines. Write your answers in the blanks provided.

- raising current ______________________________

  ____

- lowering current ______________________________

  ____

OBJECTIVE 14

State causes of poor welds. Write four causes in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 15

State safety precautions used in arc welding. Write nine safety precautions in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

May be photocopied for student use.

OBJECTIVE 16	**Evaluated on Job Sheet 1.**
OBJECTIVE 17	**Evaluated on Job Sheet 2.**
OBJECTIVE 18	**Evaluated on Job Sheet 3.**

May be photocopied for student use.

LAP SHEET | ***METALWORK*** | **F3**

Name ______________________________

Check the blank as you complete each step.

1. Take	____	the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. Read	____	the introduction, unit objective, and specific objectives.
3. Do	____	the focus assignments.
4. Stop	____	and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.
5. Study	____	the Information Sheet, objective 1.
Optional: Write	____	an essay about the safety aspects of tools based on the information you have learned previously. Turn the essay in to your instructor.
Optional: Ask	____	your instructor about the expense of tools, and discuss the costs associated with damage or breakage caused by incorrect use.
Optional: Examine	____	the actual tools that are discussed in this objective. Use your own tools or ask your instructor for samples.
6. Study	____	the Information Sheet, objective 2.
Optional: Show	____	your instructor or a senior class member how to use any tools that you may be familiar with.

May be photocopied for student use.

Optional:
Watch ____ as your instructor demonstrate the uses of each tool.

Optional:
Examine ____ the actual tools that are discussed in this objective. Use your own tools or ask your instructor for samples.

7. Study ____ the Information Sheet, objective 3.

Optional:
Ask ____ your instructor to show you bolts of the same sizes but with different types of threads.

Optional:
Ask ____ your instructor for a national fine (NF) nut and a national coarse (NC) bolt. Try to screw the bolt into the nut. Observe what happens.

Optional:
Ask ____ your instructor about other classifications of threads such as metric threads. Ask why they are increasing in popularity.

8. Study ____ the Information Sheet, objective 4.

9. Ask ____ your instructor to show you the transparency showing the types of taps and their uses.

Optional:
Examine ____ actual taps provided by your instructor. Inspect them closely to differentiate among the different tapers on the taps.

Optional:
Ask ____ your instructor about the uses of the various taps to ensure that you understand their intended uses.

10. Study ____ the Information Sheet, objective 5.

11. Ask ____ your instructor to show you the transparency showing the components of a thread-size classification.

Optional:
Watch ____ your instructor screw a tap into a die of the same thread classification. Notice how easily it moves.

Optional:
Use ____ the screw-pitch gauge, shown earlier in the unit, to demonstrate on a tap or a die how the screw-pitch gauge fits into the thread-size classification system. Ask your instructor for assistance.

May be photocopied for student use.

12. **Study**	____	the Information Sheet, objective 6.
Optional: **Use**	____	another tap drill chart, in addition to the one in the Information Sheet, to select tap drill sizes. Ask your instructor for assistance.
Optional: **Ask**	____	your instructor for additional problems to work if more practice is needed.
13. **Study**	____	the Information Sheet, objective 7.
Optional: **Ask**	____	your instructor to show you the reasons for tap failure.
Optional: **Ask**	____	your instructor to demonstrate the proper procedures for backing up the tap to break the chip.
14. **Study**	____	the Information Sheet, objective 8.
Optional: **Invite**	____	a resource person from a hardware store or lumber yard to discuss the information in objectives 8, 9, 10, 11, and 12.
Optional: **Discuss**	____	with your instructor unusual applications of fasteners that you may not have known about before studying this unit.
15. **Study**	____	the Information Sheet, objective 9.
16. **Study**	____	the Information Sheet, objective 10.
17. **Study**	____	the Information Sheet, objective 11.
18. **Ask**	____	your instructor to show you the transparency that illustrates the types of washers.
19. **Study**	____	the Information Sheet, objective 12.
20. **Ask**	____	your instructor to show you the transparency showing the types of nuts.
Optional: **Discuss**	____	with your instructor examples of pop riveting uses in agricultural equipment especially those in sheet metal applications.

May be photocopied for student use.

Optional: Ask ____ your instructor about how pop rivets are used in the trim on stock trailers and horse trailers.

Optional: Look ____ for other instances at home where pop rivets may be used, especially instances you may not have been aware of previously. Make a list and turn it in to your instructor.

21. **Do** ____ the Assignment Sheet.

22. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

23. **Ask** ____ your instructor to demonstrate the guidelines and procedures in Job Sheet 1. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.

24. **Practice** ____ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.

25. **Stop** ____ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.

26. **Ask** ____ your instructor to demonstrate the guidelines and procedures in Job Sheet 2. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.

27. **Practice** ____ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.

28. **Stop** ____ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.

29. **Ask** ____ your instructor to demonstrate the guidelines and procedures in Job Sheet 3. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.

May be photocopied for student use.

30. **Practice** ____ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.

31. **Stop** ____ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.

32. **Ask** ____ your instructor to demonstrate the guidelines and procedures in Job Sheet 4. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.

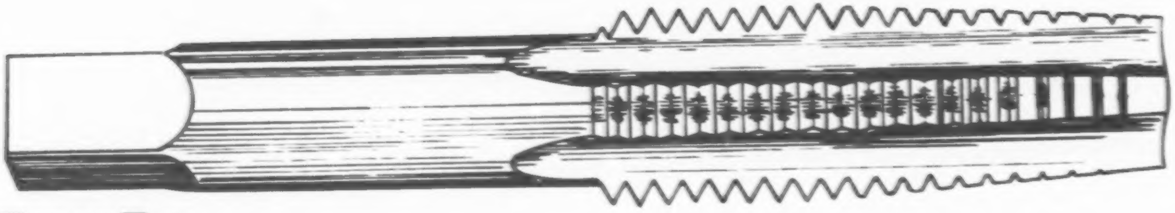
33. **Practice** ____ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.

34. **Stop** ____ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.

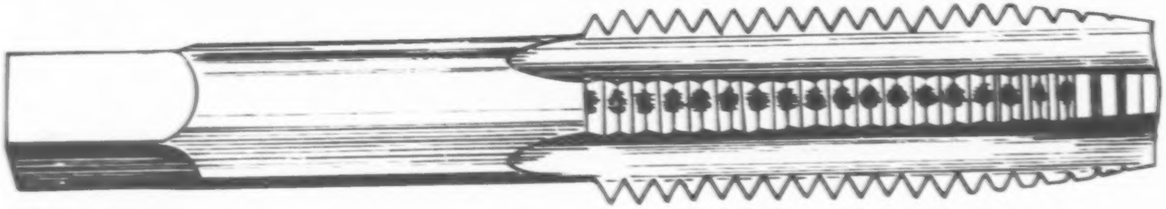
35. **Take** ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

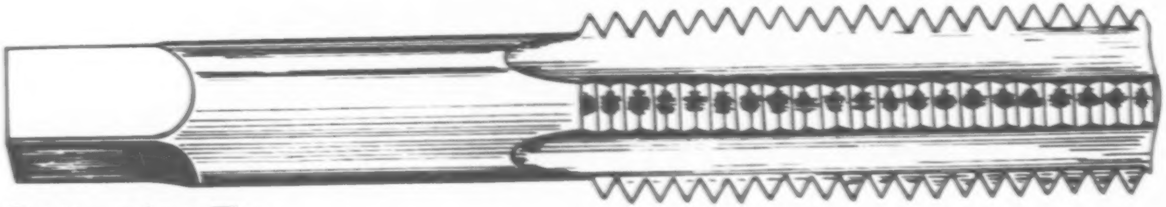
Types of Taps



Taper Tap



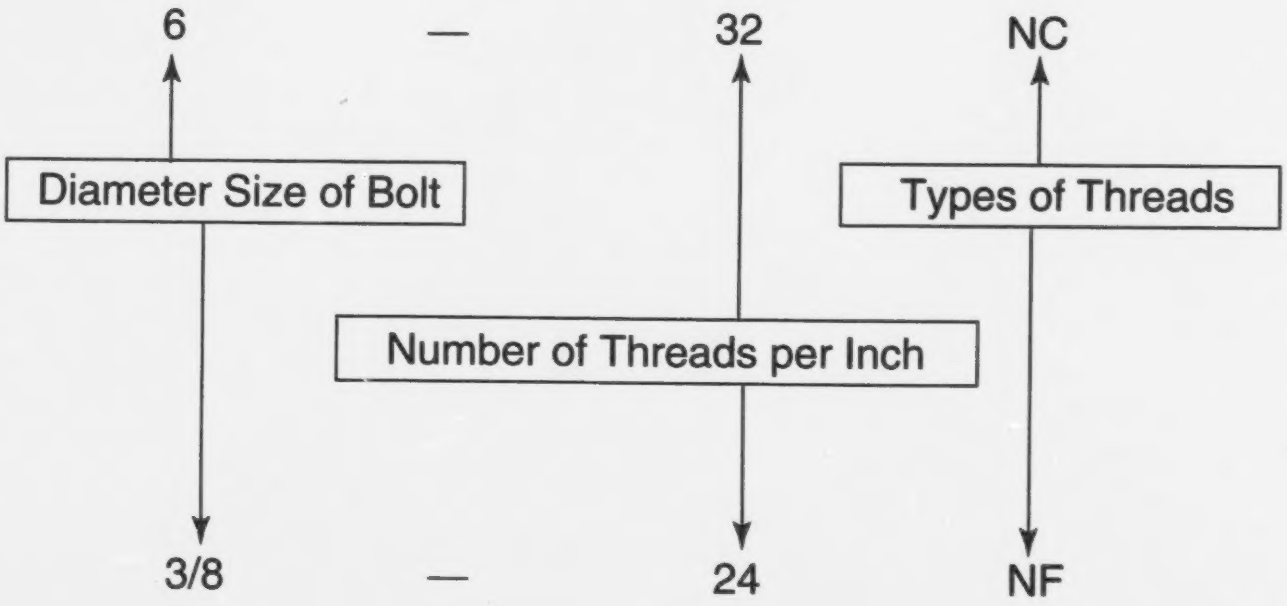
Plug Tap



Bottoming Tap

May be photocopied for student use

Components of a Thread-Size Classification



6 — 32 NC

Diameter Size of Bolt

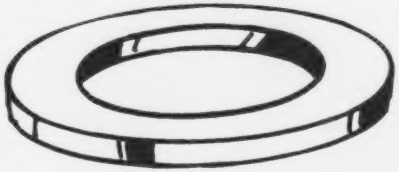
Types of Threads

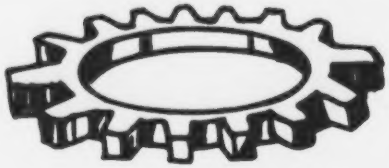
Number of Threads per Inch

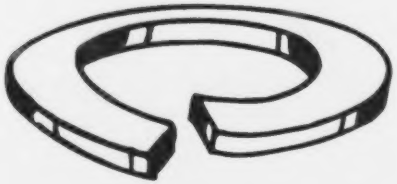
3/8 — 24 NF

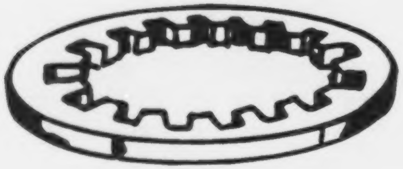
May be photocopied for student use.

Types of Washers


Plain Flat Washer


Lock Washer
(External)

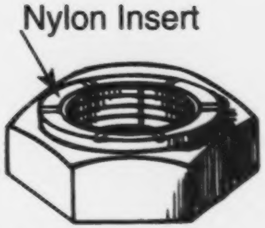

Common
Lock Washer


Lock Washer
(Internal)

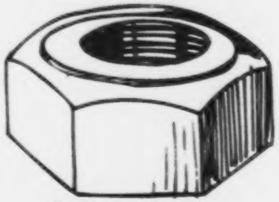
May be photocopied for student use.

INSTRUCTOR'S RESOURCE PACKAGE · Agriculture I
TRANSPARENCY MASTER 3 · **CIMC** · F3 · 1

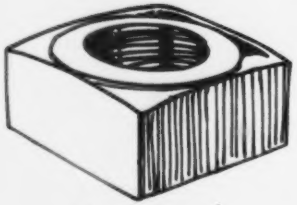
Types of Nuts



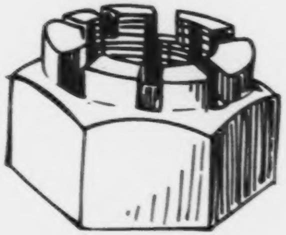
Self-Locking



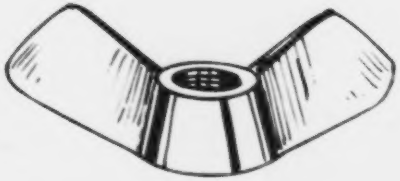
Hexagon



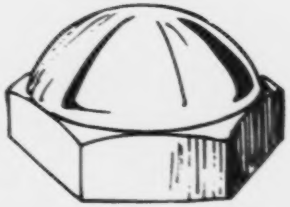
Square



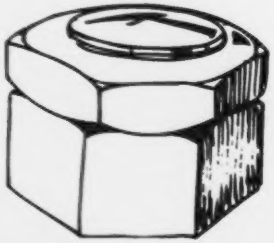
Castle



Wing



Acorn or Cap



Jam or Lock

May be photocopied for student use

INSTRUCTOR'S RESOURCE PACKAGE · Agriculture I
TRANSPARENCY MASTER 4 - **CIMC** · F3 · 1

WRITTEN TEST

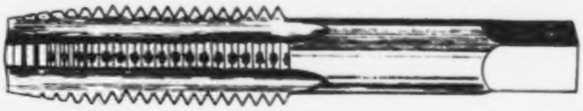
METALWORK

F3

Name ______________________ Date __________ Score ____

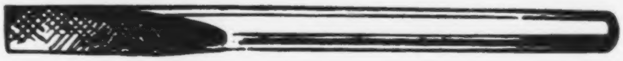
OBJECTIVE 1

Label with their appropriate names and specific uses common hand tools used to cut or mark metal. Write your answers in the blanks provided.



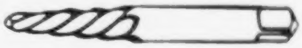
1. ____

____



2. ____

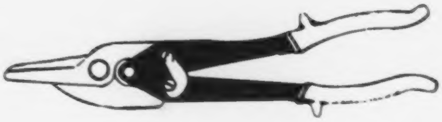
____



3. ____

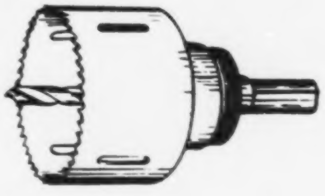
____

May be photocopied for student use.



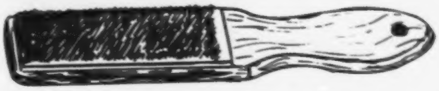
4. ______________________________

____



5. ______________________________

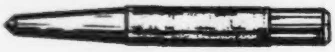
____



6. ______________________________

____

May be photocopied for student use.

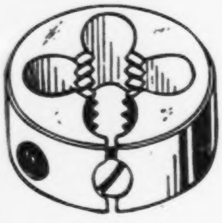


7. ______________________________

____

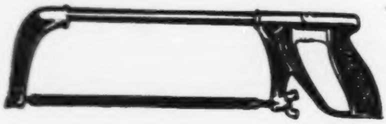
8. ______________________________

____



9. ______________________________

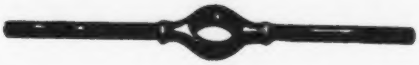
____



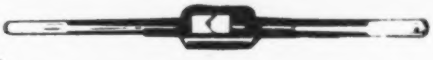
10. ______________________________

____

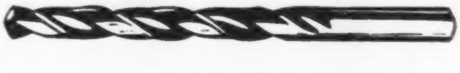
May be photocopied for student use.



11. ______________________________



12. ______________________________



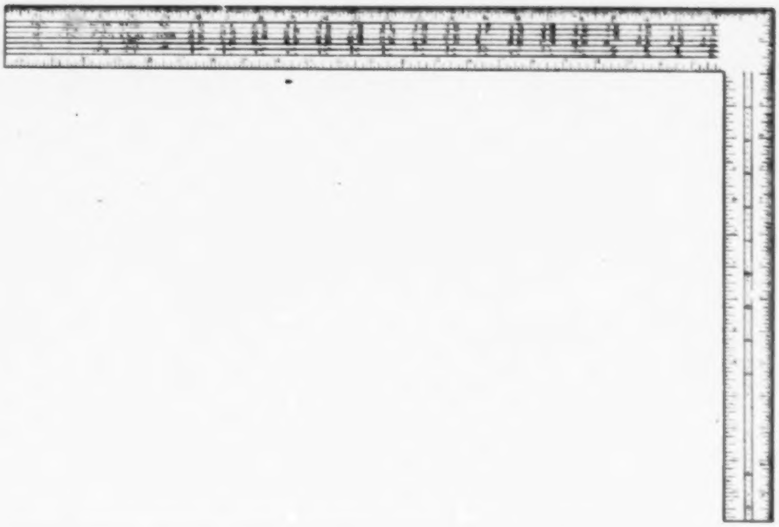
13. ______________________________

776

May be photocopied for student use.

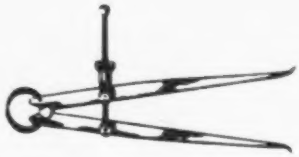
OBJECTIVE 2

Label with their appropriate names and specific uses hand tools used to measure or size metal. Write your answers in the blanks provided.



1. ______________________________

____

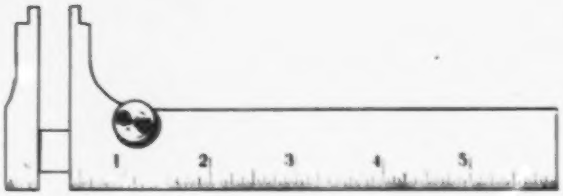


2. ______________________________

____

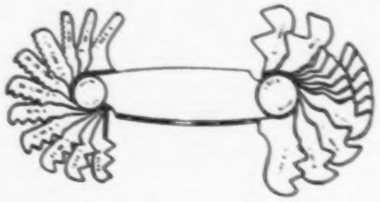
May be photocopied for student use.

777



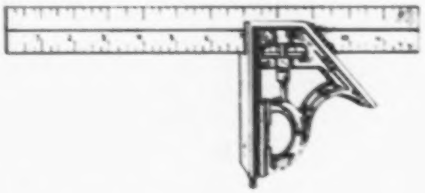
3. ____

____



4. ____

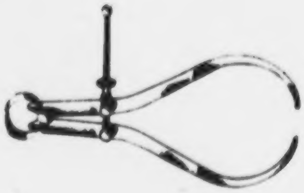
____



5. ____

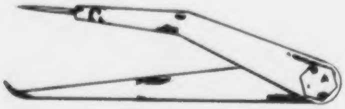
____

May be photocopied for student use.



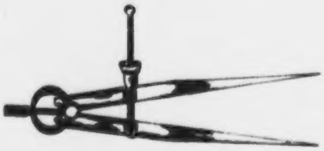
6. ____

____



7. ____

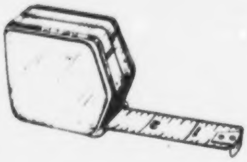
____



8. ____

____

May be photocopied for student use.



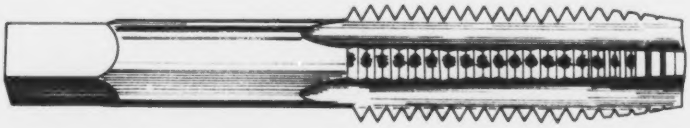
9. ______________________________

____

OBJECTIVE 3 **List the common thread classifications.** Write your answers in the blanks provided.

- ______________________________
- ______________________________

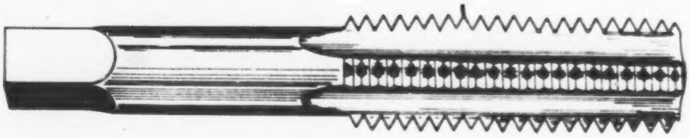
OBJECTIVE 4 **Label common types of taps with their appropriate names and uses.** Write your answers in the blanks provided.



1. ______________________________

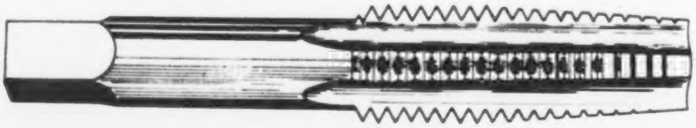
____

May be photocopied for student use.



2. ______________________________

____



3. ______________________________

____

OBJECTIVE 5

Identify components of a thread-size classification. Write your answers in the blanks provided.

1. Indicates type of threads

____

2. Indicates diameter of bolt

____

3. Indicates number of threads per inch

____

OBJECTIVE 6

List the steps for using a tap drill chart to determine correct tap drill size. Write your answers in the blanks provided.

1. ______________________________

____

May be photocopied for student use.

2. ____

____

3. ____

____

OBJECTIVE 7

Select from a list reasons for tap failure. Write an "X" in the blank before each correct answer.

____ 1. Hole drilled too small

____ 2. Tap turned too slowly

____ 3. Tap not straight with hole

____ 4. Use of dull tap

____ 5. Not using cutting fluid

____ 6. Incorrect chamfer on tap

____ 7. Not backing up and breaking the chip

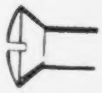
____ 8. Not reversing direction of tap once point has reached the bottom of the hole

____ 9. Use of NF threads instead of NC threads

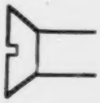
____ 10. Use of a too large tap wrench

OBJECTIVE 8

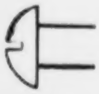
Identify common head types for threaded fasteners. Write your answers in the blanks provided.



1. ________________

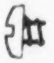


2. ________________

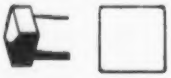


3. ________________

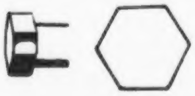
May be photocopied for student use.



4. ______________________



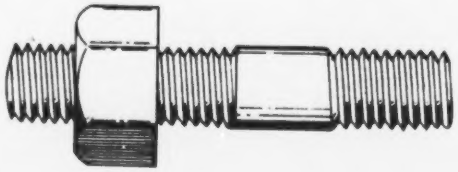
5. ______________________



6. ______________________

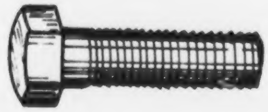
OBJECTIVE 9

Label common types of metal fasteners with their appropriate names and uses. Write your answers in the blanks provided.



1. ____

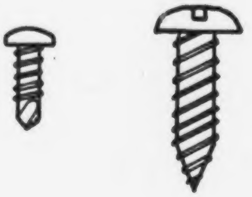
____



2. ____

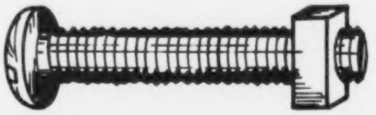
____

May be photocopied for student use.



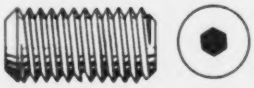
3. ______________________________

____



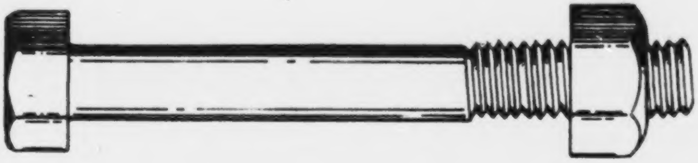
4. ______________________________

____



5. ______________________________

____

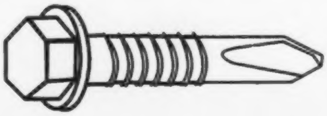


6. ______________________________

____

784

May be photocopied for student use.

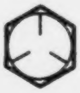


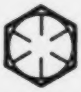
7. ______________________________________

____

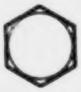
OBJECTIVE 10

Identify common grade markings for steel bolts. Write your answers in the blanks provided.





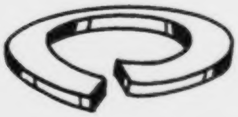
1. __________________ 2. __________________

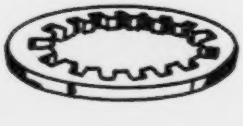


3. __________________

OBJECTIVE 11

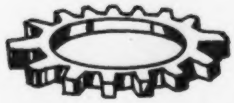
Identify common types of washers. Write your answers in the blanks provided.



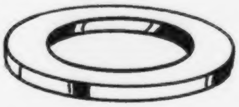


1. __________________ 2. __________________

May be photocopied for student use.

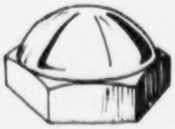


3. ______________________

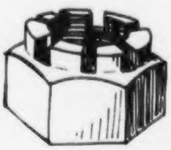


4. ______________________

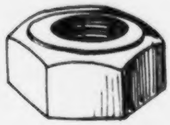
CTIVE 12 **Identify common types of nuts.** Write your answers in the blanks provided.



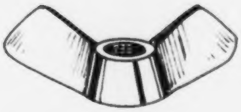
1. ______________________



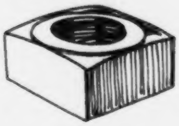
2. ______________________



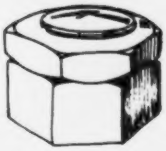
3. ______________________



4. ______________________

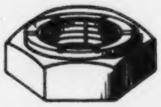


5. ______________________



6. ______________________

May be photocopied for student use.



7. ______________________________

OBJECTIVE 13 **List the advantages of riveting with a pop riveter.** Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 14 **Evaluated on the Assignment Sheet.**

OBJECTIVE 15 **Evaluated on Job Sheet 1.**

OBJECTIVE 16 **Evaluated on Job Sheet 2.**

OBJECTIVE 17 **Evaluated on Job Sheet 3.**

OBJECTIVE 18 **Evaluated on Job Sheet 4.**

May be photocopied for student use.

LAP SHEET

OXY-GAS CUTTING

F4

Name ______________________________

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

Optional: Invite ____ a local gas supplier to discuss the advantages and disadvantages of the various fuel gases with you.

Optional: Discuss ____ with your instructor any instances you know of in which a fuel gas other than acetylene is used.

Optional: Ask ____ your instructor why flame temperatures and stability ratings on the various gases are important.

Optional: Ask ____ your instructor about the economics of the various gases. Ask why propane may not be the most economical choice of a fuel gas.

Optional: Watch ____ the video *Oxyacetylene Cutting*.

May be photocopied for student use.

6. **Study**	____	the Information Sheet, objective 2.
Optional: Watch	____	as your instructor releases some oxygen into the classroom air. Notice if oxygen is colorless and odorless.
Optional: Perform	____	an experiment with your instructor's assistance. Position a small burning candle on a table. Set a glass container over the candle. Notice what happens to the candle. Relight the candle. Fill the container with oxygen from the torch, maintaining as a good seal as possible with your hand. Quickly set the oxygen-filled container down over the lighted candle. Notice what happens to the flame when the high concentration of oxygen is present.
7. **Study**	____	the Information Sheet, objective 3.
Optional: Write	____	your conclusions about the experiment you performed in objective 2. Turn this in to your instructor.
Optional: Ask	____	your instructor what the temperature ranges of the flames are.
Optional: Watch	____	your instructor perform a cutting demonstration showing how the molten metal is blown out by the pressure of the oxygen.
8. **Study**	____	the Information Sheet, objective 4.
9. **Ask**	____	your instructor to show you the transparencies showing the parts of oxy-gas cutting equipment.
Optional: Watch	____	as your instructor assembles the cutting equipment. Participate in the assembly as your instructor indicates.
Optional: Discuss	____	with your instructor the importance of knowing all of the parts of the cutting rig and their proper names.
Optional: Practice	____	holding the flint lighter and striking a spark under your instructor's supervision.
Optional: Ask	____	your instructor about the importance of always checking the lens of the cutting goggles or shaded face shield. Find out what the recommended shade numbers for oxygen cutting are.

May be photocopied for student use.

10. **Study** ____ the Information Sheet, objective 5.

Optional: Watch ____ as your instructor points out the advantages of the two-piece torch on the actual torch. Notice that it can be converted to a welding torch.

11. **Study** ____ the Information Sheet, objective 6.

Optional: Write ____ a short essay on the differences between the two types of regulators. Turn your essay in to your instructor.

Optional: Ask ____ your instructor about the importance of keeping the regulators clean.

Optional: Ask ____ your instructor about the importance of having check valves on the cutting rig.

12. **Study** ____ the Information Sheet, objective 7.

Optional: Ask ____ your instructor to use an actual rig to show you safety precautions.

Optional: Watch ____ the video *Oxyacetylene Welding: Safety and Introduction.*

Optional: Review ____ Job Sheet 1 with your instructor. Take notes about the safety precautions needed.

Optional: Write ____ an essay about why you think the oxy-gas cutting rig is potentially the most dangerous piece of equipment in the vocational agriculture shop. Discuss how it can also be a safe piece of equipment. Turn your essay in to your instructor.

13. **Study** ____ the Information Sheet, objective 8.

14. **Ask** ____ your instructor to show you the transparency showing the components of a fire triangle.

Optional: Ask ____ your instructor about the extreme heat of the cutting torch flame. Ask about what happens when the sparks thrown off in the cutting process land on surrounding materials.

Optional: Discuss ____ with your instructor the concept of the fire triangle so that you will be able to control a fire caused by the cutting torch.

Optional: Locate ____ the fire extinguishers, verify when they were inspected last, read the instructions on their use, then explain this information to your instructor.

15. **Study** ____ the Information Sheet, objective 9.

16. **Ask** ____ your instructor to show you the transparency showing the actual torch flames.

Optional: Ask ____ your instructor to show you how to recognize the different oxyacetylene flames and how to adjust the torch to the desired flame.

Optional: Practice ____ adjusting a lighted torch to various types of flames under your instructor's supervision.

17. **Study** ____ the Information Sheet, objective 10.

Optional: Ask ____ your instructor to explain why the problem that causes a torch to backfire must be analyzed and corrected before it is used further.

Optional: Ask ____ your instructor why a backfire MUST be reported immediately, even if it was operator error.

18. **Study** ____ the Information Sheet, objective 11.

19. **Show** ____ your instructor that you know the steps to follow in case of flashback.

Optional: Ask ____ your instructor to explain the logic of the steps as they are performed.

Optional: Discuss ____ with your instructor how check valves become a valuable investment in the event of a flashback.

20. **Ask** ____ your instructor to demonstrate the guidelines and procedures in Job Sheet 1. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.

May be photocopied for student use.

21. **Practice** ____ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.

22. **Stop** ____ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.

23. **Ask** ____ your instructor to demonstrate the guidelines and procedures in Job Sheet 2. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.

24. **Practice** ____ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.

25. **Stop** ____ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.

26. **Ask** ____ your instructor to demonstrate the guidelines and procedures in Job Sheet 3. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.

27. **Practice** ____ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.

28. **Stop** ____ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.

29. **Ask** ____ your instructor to demonstrate the guidelines and procedures in Job Sheet 4. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.

30. **Practice** ____ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.

31. **Stop** ____ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

32. **Ask** ____ your instructor to demonstrate the guidelines and procedures in Job Sheet 5. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.

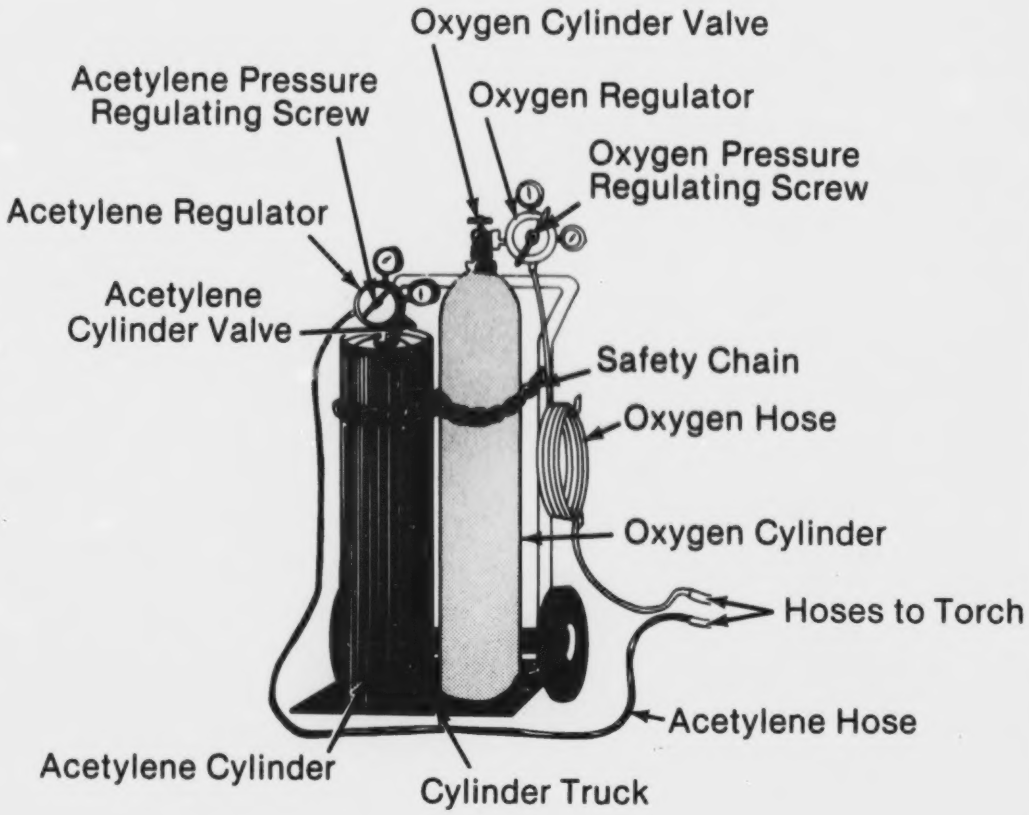
33. **Practice** ____ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.

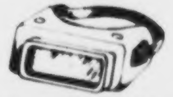
34. **Stop** ____ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.

35. **Take** ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

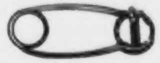
May be photocopied for student use.

Oxy-Gas Cutting Equipment

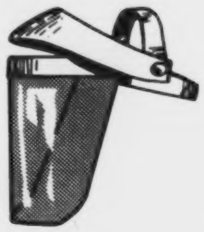

Oxygen Cylinder Valve
Acetylene Pressure Regulating Screw
Oxygen Regulator
Oxygen Pressure Regulating Screw
Acetylene Regulator
Acetylene Cylinder Valve
Safety Chain
Oxygen Hose
Oxygen Cylinder
Hoses to Torch
Acetylene Hose
Acetylene Cylinder
Cylinder Truck



Oxy-Gas Welding and Cutting Goggles



Flint Lighter

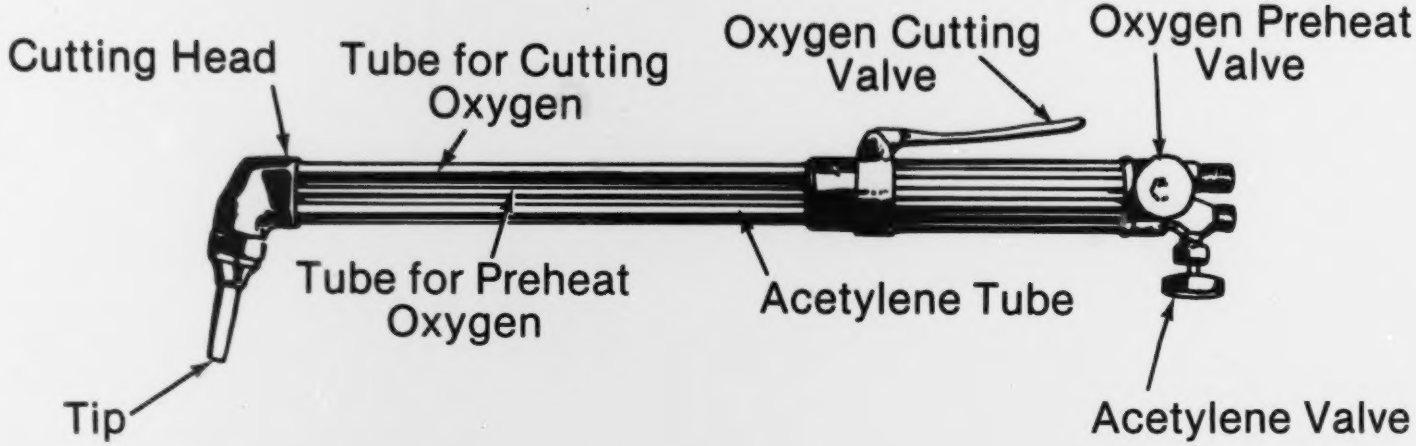


Shaded Face Shield

May be photocopied for student use.

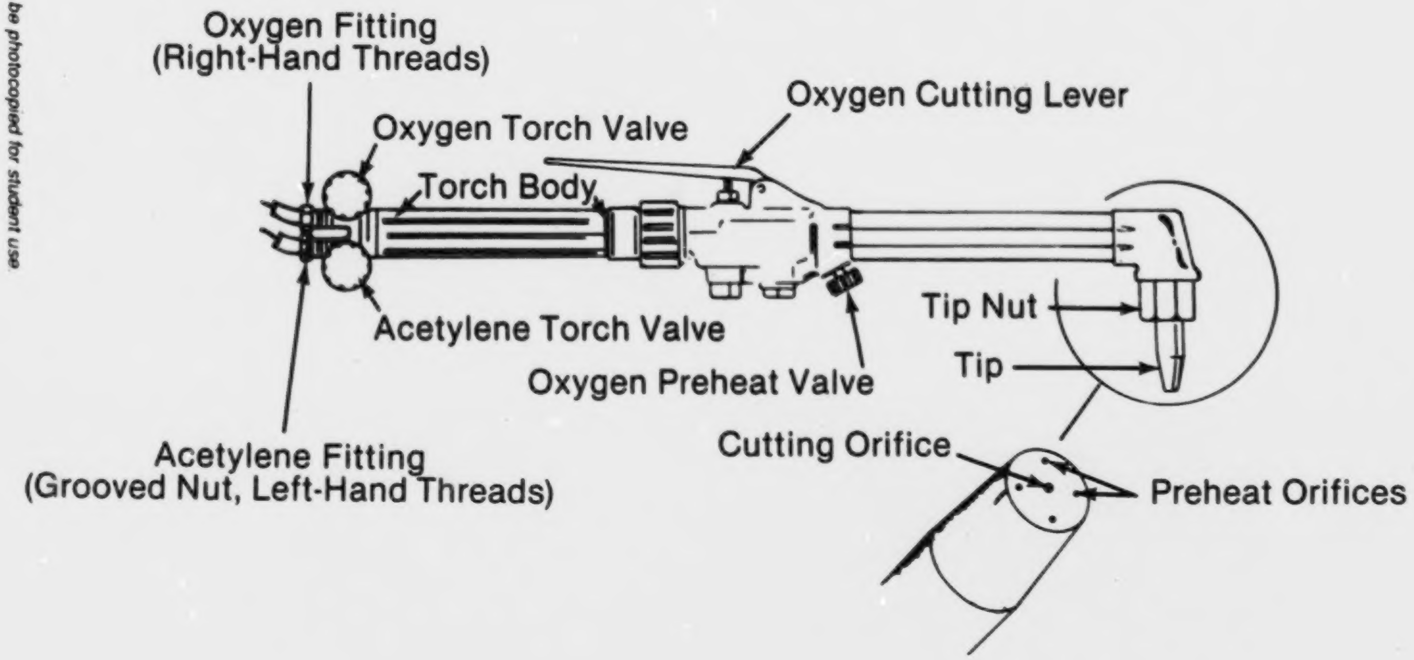
INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 1 - **CIMC** - F4 - 1

Oxy-Gas Cutting Equipment
(Continued)
Single-Unit Cutting Torch


Cutting Head
Tube for Cutting Oxygen
Oxygen Cutting Valve
Oxygen Preheat Valve
Tube for Preheat Oxygen
Acetylene Tube
Tip
Acetylene Valve

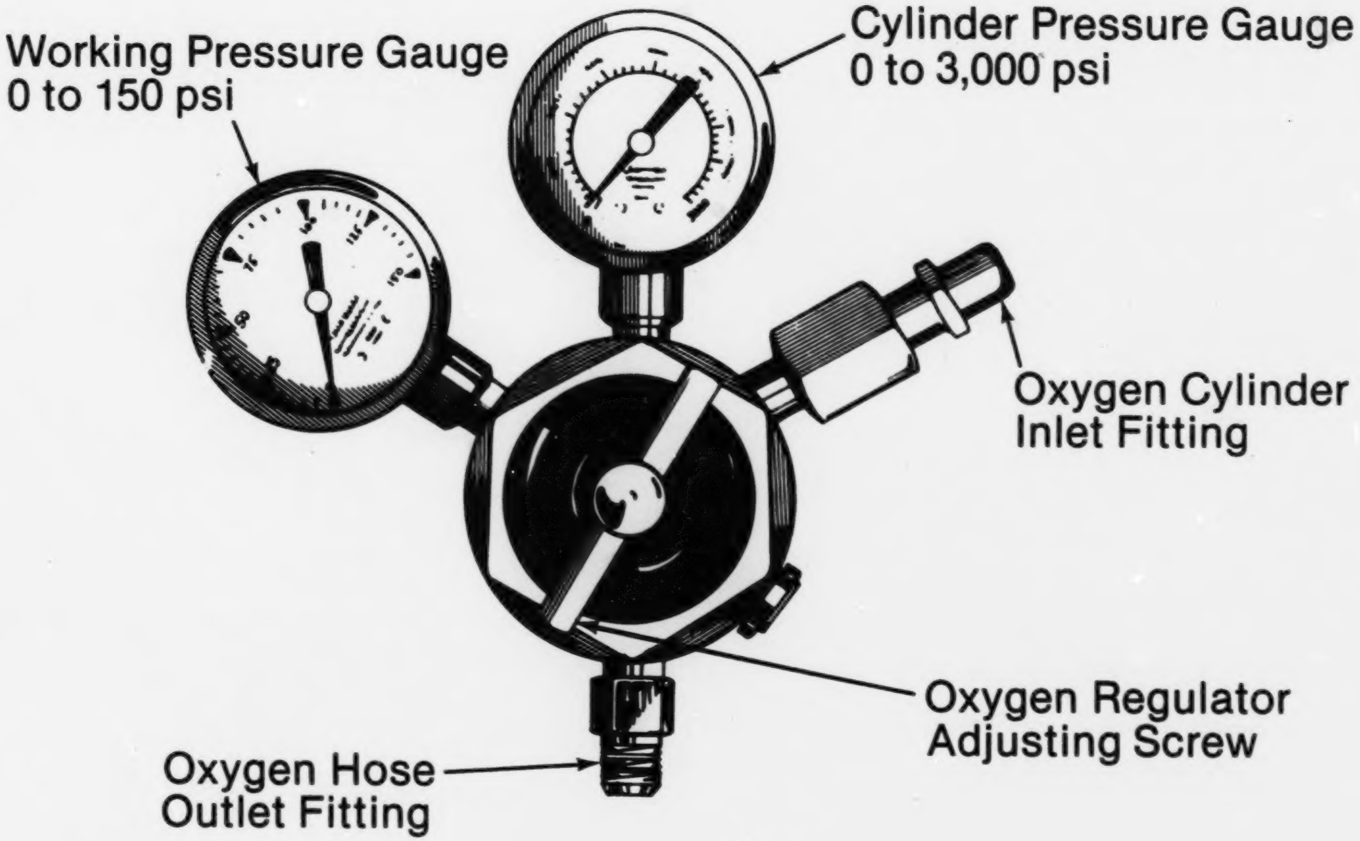
May be photocopied for student use

Oxy-Gas Cutting Equipment
(Continued)
Two-Piece Cutting Torch Assembly


Oxygen Fitting (Right-Hand Threads)
Oxygen Cutting Lever
Oxygen Torch Valve
Torch Body
Acetylene Torch Valve
Oxygen Preheat Valve
Tip Nut
Tip
Acetylene Fitting (Grooved Nut, Left-Hand Threads)
Cutting Orifice
Preheat Orifices

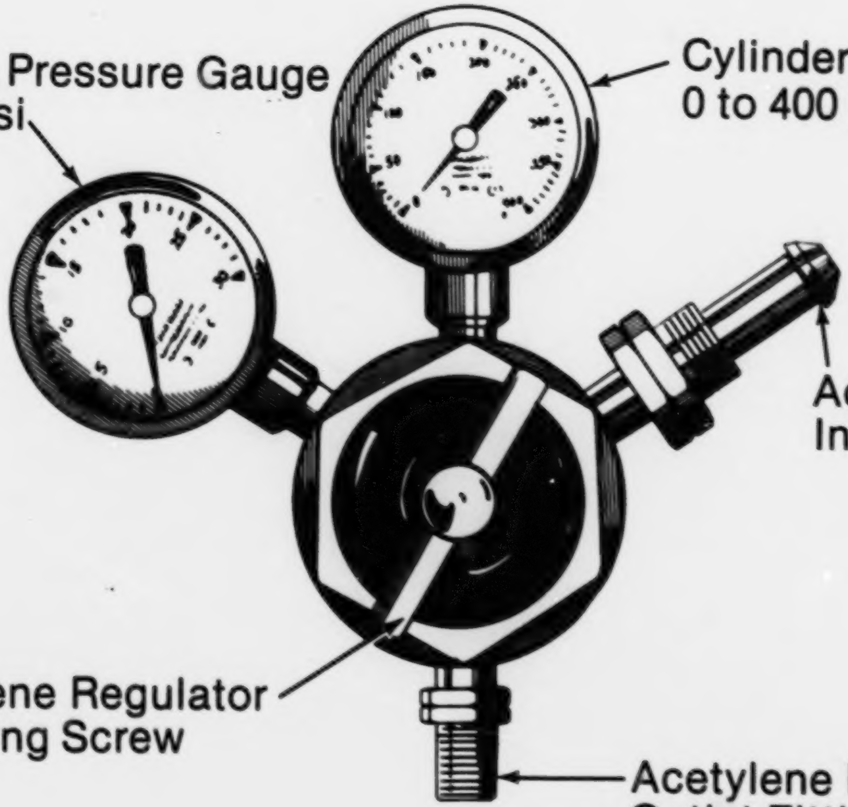
May be photocopied for student use.

Oxygen Regulator Gauges


Working Pressure Gauge
0 to 150 psi
Cylinder Pressure Gauge
0 to 3,000 psi
Oxygen Cylinder
Inlet Fitting
Oxygen Regulator
Adjusting Screw
Oxygen Hose
Outlet Fitting

May be photocopied for student use.

Acetylene Regulator Gauges

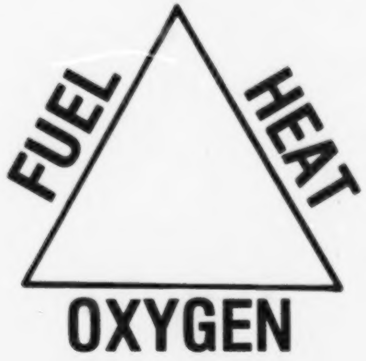

Working Pressure Gauge
0 to 30 psi
Cylinder Pressure Gauge
0 to 400 psi
Acetylene Cylinder
Inlet Fitting
Acetylene Regulator
Adjusting Screw
Acetylene Hose
Outlet Fitting

May be photocopied for student use.

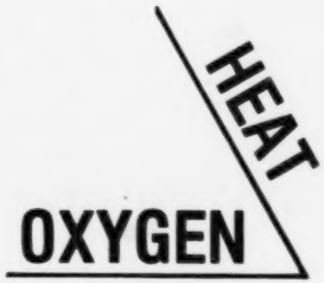
INSTRUCTOR'S RESOURCE PACKAGE · Agriculture I
TRANSPARENCY MASTER 5 · **CIMC** · F4 · 1

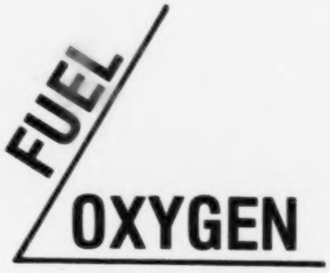
The Fire Triangle

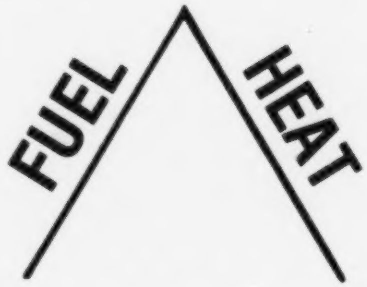
To produce fire, three things must be present at the same time.


FUEL
HEAT
OXYGEN

If any one of the three is missing, a fire cannot be started. With the removal of any one, the fire will be extinguished.

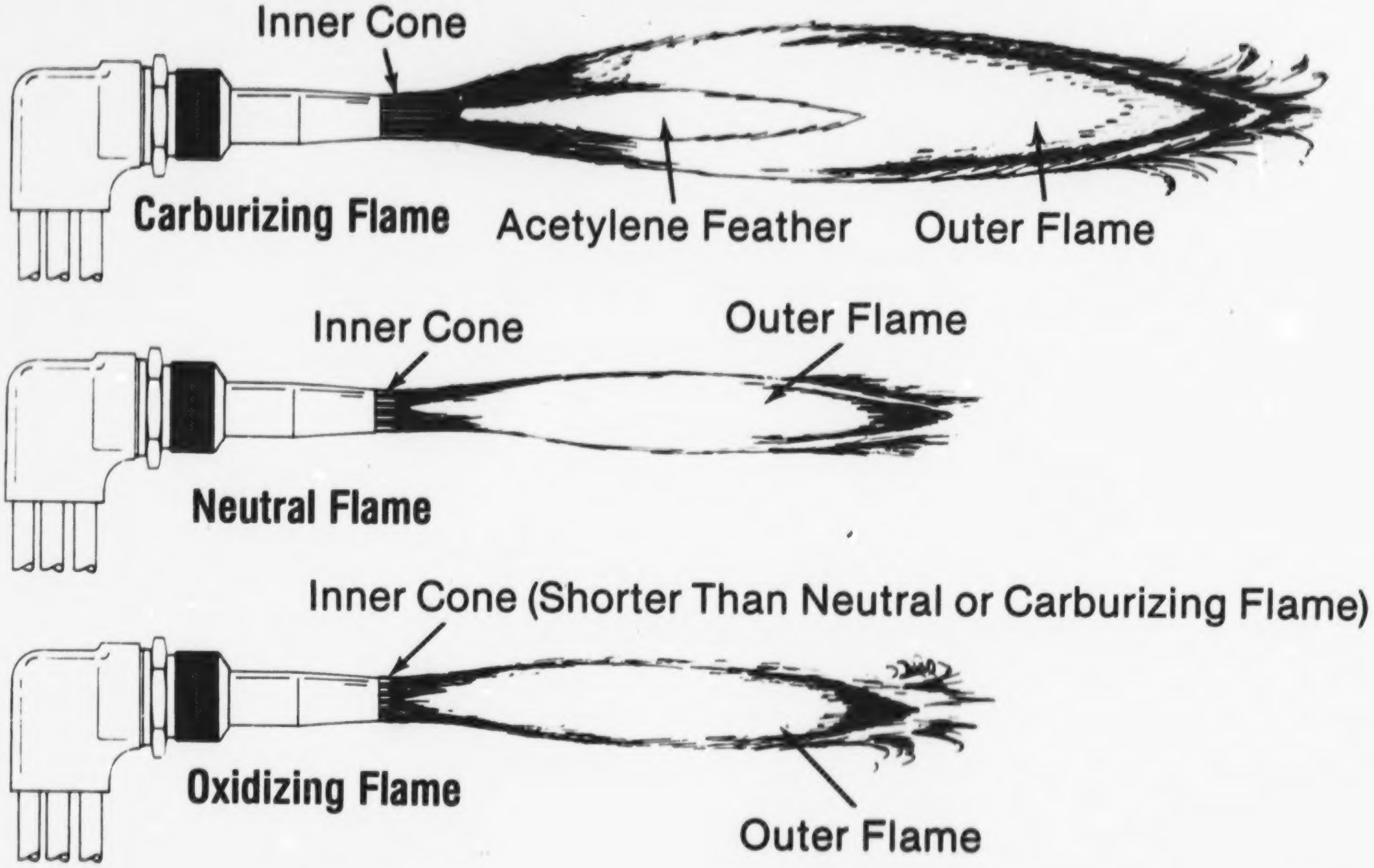

HEAT
OXYGEN


FUEL
OXYGEN



May be photocopied for student use.

Oxyacetylene Cutting Flames


Inner Cone
Carburizing Flame
Acetylene Feather
Outer Flame
Inner Cone
Outer Flame
Neutral Flame
Inner Cone (Shorter Than Neutral or Carburizing Flame)
Oxidizing Flame
Outer Flame

May be photocopied for student use.

INSTRUCTOR'S RESOURCE PACKAGE - Agriculture I
TRANSPARENCY MASTER 7 - CIMC - F4 - 1

WRITTEN TEST

OXY-GAS CUTTING

F4

Name ______________________ Date _________ Score ___

OBJECTIVE 1

Identify common types of fuel gases. Write your answers in the blanks provided.

Type of Fuel Gas	Flame Temperature with Oxygen	Characteristics	Place and Frequency of Use
1. ________	6300°F	Unstable under pressures over 15 psi Most efficient oxygen consumption as related to flame temperature Distinct odor Colorless	Most common in schools Most versatile for gas welding operations
2. ________	4600°F	Stable Poor oxygen consumption efficiency and low-temperature flame Colorless	Limited industrial use because of its inaccessibility
3. ________	5300°F	Stable Poor oxygen consumption efficiency rating as related to flame temperature Suitable for heating and cutting operations ☑ **NOTE:** Propane cannot be used for welding operations Distinct odor Colorless	Easily accessible and commonly used on many farms and rural areas
4. ________	6000°F	Stable Second most efficient oxygen consumption as related to flame temperature Distinct odor Colorless	Increasing use in industry

May be photocopied for student use. 808

OBJECTIVE 2

List the characteristics of oxygen. Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 3

Identify the functions of oxygen in the cutting process. Write an "X" in the blank before each correct function.

____ 1. Combines with fuel gas to intensify flame temperature

____ 2. Combines with iron in ferrous metals to oxidize iron

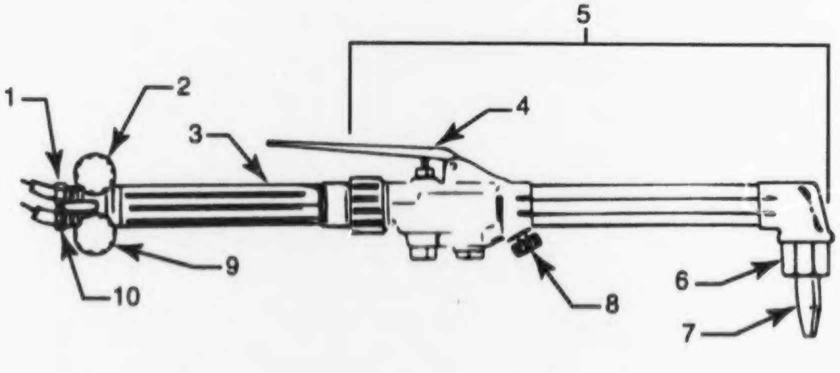
____ 3. Flows across metal to quickly cool molten puddle

____ 4. Blows out melted metal to speed the cutting process

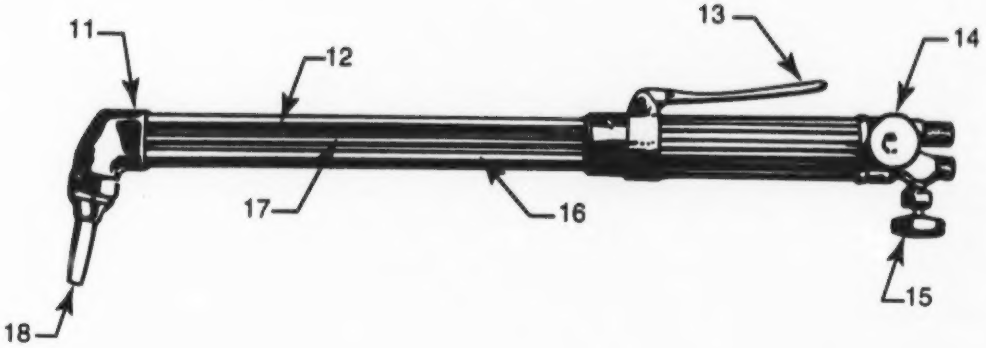
____ 5. Helps to make clean cuts because of purity of oxygen

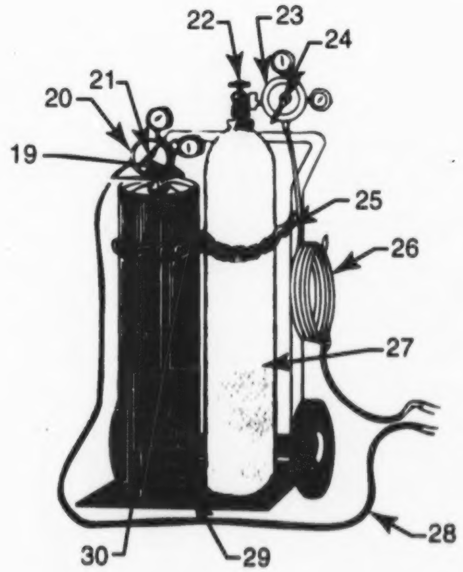
OBJECTIVE 4

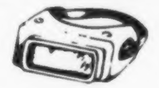
Identify the parts of oxy-gas cutting equipment. Write your answers in the blanks provided.

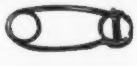


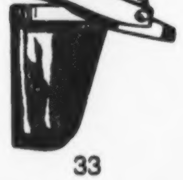
May be photocopied for student use.


11
12
13
14
17
16
15
18


22
23
24
21
20
19
25
26
27
28
30
29


31


32


33

1. ______

2. ______

3. ______

4. ______

5. ______

6. ______

7. ______

8. ______

9. ______

10. ______

11. ______

12. ______

13. ______

14. ______

15. ______

16. ______

17. ______

18. ______

19. ______

20. ______

21. ______

22. ______

23. ______

24. ______

25. ______

May be photocopied for student use.

26. ______________________________

27. ______________________________

28. ______________________________

29. ______________________________

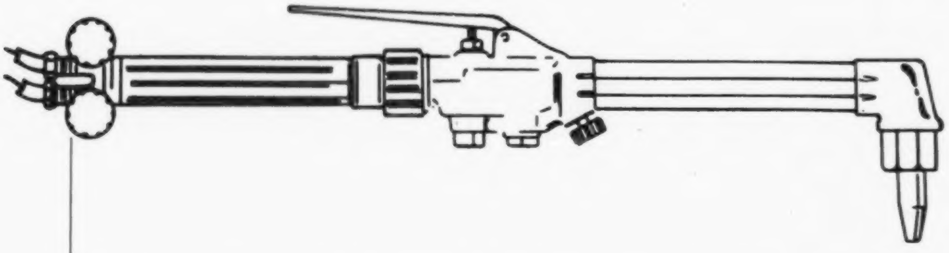
30. ______________________________

31. ______________________________

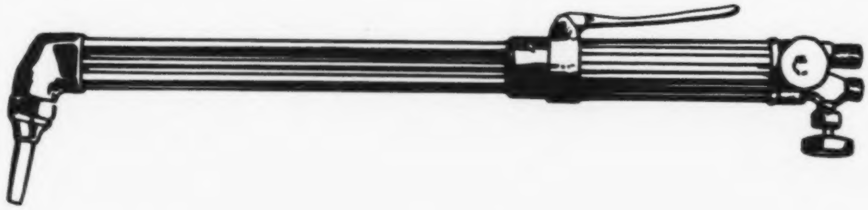
32. ______________________________

33. ______________________________

OBJECTIVE 5 **Identify types of cutting torches.** Write your answers in the blanks provided.



1. ______________________________



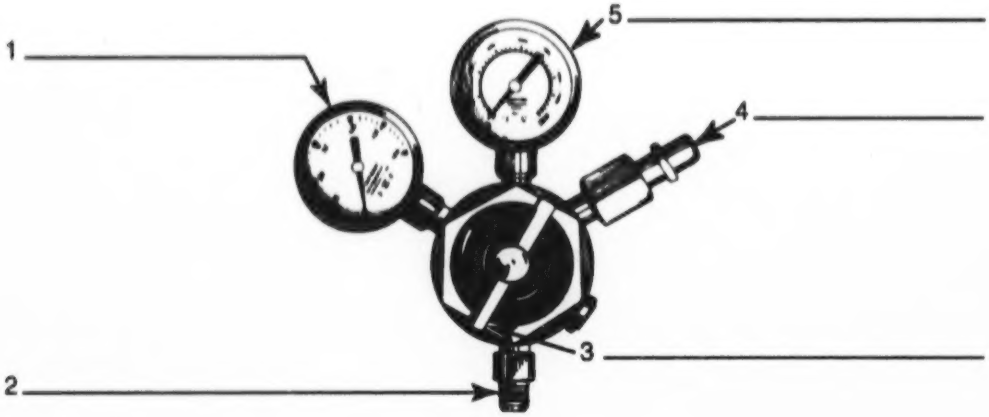
2. ______________________________

May be photocopied for student use. 812

OBJECTIVE 6

Identify the parts of oxyacetylene regulators. Write your answers in the blanks provided.

oxygen regulator



1. ______________________________

2. ______________________________

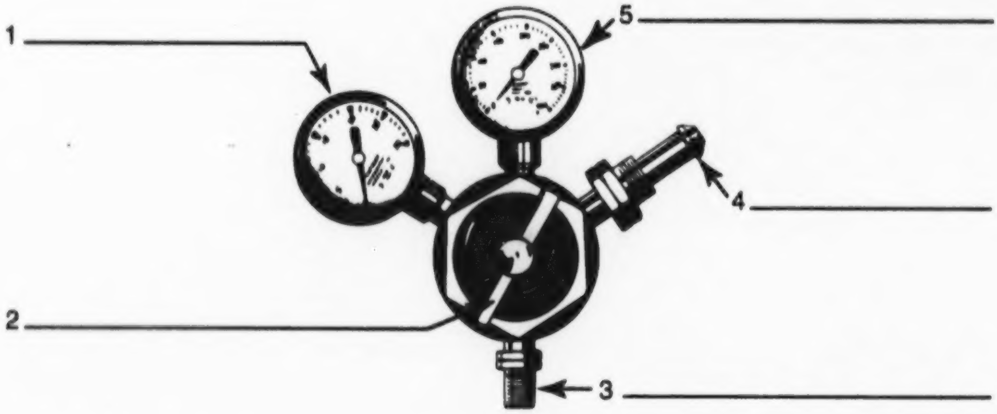
3. ______________________________

4. ______________________________

5. ______________________________

May be photocopied for student use.

acetylene regulator



1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

OBJECTIVE 7

State safety precautions for handling oxy-gas equipment.
Write ten safety precautions in the blanks provided.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

May be photocopied for student use.

- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 8

Name the components of a fire triangle. Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 9

Match types of oxyacetylene flames to their correct descriptions. Write the correct letter in the blanks provided.

A. oxidizing flame
B. carburizing flame
C. neutral flame

____ 1. has excess acetylene gas in the flame; shows acetylene feather burning around inner cone; burns extra acetylene, thus causing metal to become brittle

____ 2. has sharp inner core; does not show acetylene feather; burns equal parts of gases from cylinders

____ 3. has excess oxygen in flame; has short inner cone, and makes whistling sound; burns metal, causing it to become brittle

OBJECTIVE 10

List the causes of backfire. Write your answers in the blanks provided.

- ______________________________
- ______________________________
- ______________________________

May be photocopied for student use.

- ____
- ____
- ____

OBJECTIVE 11

Arrange in order the steps to follow in case of flashback. Write a "1" before the first step, a "2" before the second step and so on.

____ Release the oxygen regulator screw.

____ Close the oxygen torch valve.

____ Light the torch.

____ Release the fuel-gas regulator screw.

____ Close the oxygen preheat valve.

____ Examine the fuel-gas unit.

____ Close the fuel-gas torch valve.

____ Reset the regulator pressures.

OBJECTIVE 12

Evaluated on Job Sheet 1.

OBJECTIVE 13

Evaluated on Job Sheet 2.

OBJECTIVE 14

Evaluated on Job Sheet 3.

OBJECTIVE 15

Evaluated on Job Sheet 4.

OBJECTIVE 16

Evaluated on Job Sheet 5.

May be photocopied for student use.

AGRICULTUIRAL EDUCATION I - SECOND EDITION

CIMC

READING SKILLS

UNITS OF INSTRUCTION	Reading Comprehension									Research and Reference								Functional Reading						Language		Composition					
	Gain factual information	Distinguish fact, opinion and inference	Recognize stereotyping and bias	Recognize propaganda	Analyze cause and effect	Draw conclusions	Make generalizations	React to written material	Apply word analysis techniques	Select useful resources	Locate resources	Find materials in library	Use standard references	Use in-book reference tools	Use audiovisual media	Use computer data base	Use magazines and newspapers	Interpret forms and records	Follow written instructions	Interpret graphics and symbols	Use content area vocabulary	Interpret abbreviations/acronyms	Read aloud	Use standard grammar and correct spelling, punctuation, and capitalization	State ideas clearly	Use complete sentences	Develop preliminary outline	Use topic sentences	Use introductory/closing paragraphs	Compose reports	Compose essays
Orientation to Agricultural Education	●																							●							
Agricultural Safety					●																			●							
Introduction to FFA	●													●										●							
Parliamentary Procedure											●									●	●					●					
Making a Group Presentation										●	●		●											●	●	●	●		●		●
Orientation FFA Record Keeping	●							●											●					●	●	●					
Inventories and Net Worth																			●												
Record-Keeping Transactions	●																	●	●												
Depreciation	●																	●	●												
Closing Records	●																	●	●												
The Livestock Industry	●												●					●	●					●	●	●					●
Beef Breeds and Selection	●					●		●		●		●	●	●			●		●					●	●	●					
Swine Breeds and Selection	●					●				●		●	●	●			●		●					●	●						
Sheep Breeds and Selection	●					●		●		●		●	●	●			●		●					●	●	●					
Dairy Breeds and Selection	●					●		●		●		●	●	●			●		●					●	●	●					
Horse Breeds and Selection	●					●		●		●		●	●	●			●		●					●	●						
Livestock Feeding																			●					●							
Introduction to Plant Science						●						●							●												
Agricultural Mechanics Orientation/Safety					●	●													●					●	●	●					
Arc Welding																			●												
Metalwork																		●	●												
Oxy-Gas Cutting																			●												

BEST COPY AVAILABLE

CIMC BASIC SKILLS DOCUMENTATION M

WRITING SKILLS

MATH SKILLS

tion				Research					Functional Writing							Operation and Calculation														Math Application											Data Analysis and Display									
Compose reports	Compose essays	Proofread and edit	Construct graphics and symbols	Take notes	Use notecards	Create bibliography	Use footnotes	Outline material	Complete forms and records	Write instructions	Write letters	Write job applications	Write resumes	Use word processing	Use computer graphics	Round off numbers	Estimate answers	Use scientific notations	Use exponential notations	Calculate with whole numbers	Calculate with fractions	Calculate with decimals	Convert whole numbers to fractions	Convert whole numbers to decimals	Solve numerical expressions	Solve formulae and equations	Obtain squares and square roots	Convert units of measure	Perform metric calculations	Solve word problems	Select/apply mathematical formula	Select/apply mathematical procedure	Use English and metric measures	Solve time/rate/distance problems	Solve ratio/proportion problems	Solve percent problems	Apply techniques of scaling	Apply algebra principles	Apply geometry principles	Apply trigonometry principles	Interpret charts and tables	Interpret graphs (type)	Collect /record data	Apply sampling techniques	Apply principles of probability	Construct charts and tables	Construct graphs	Calculate statistics	Interpret statistics	Interpret blueprints/plans
									●																																									
	●	●		●	●			●																																										
									●												●																													
																					●																													
																					●																													
																					●																													
	●	●							●							●					●					●										●					●	●					●			
		●		●																●										●																				
		●		●				●												●										●																				
		●		●				●												●										●																				
		●		●																●										●																				
		●		●				●												●										●																				
									●											●		●								●																				

BEST COPY AVAILABLE

N MATRIX

SCIENCE SKILLS

			Functional Math														General Science									Life Science							Physical Science					Earth							
Calculate statistics	Interpret statistics	Interpret blueprints/plans	Make measurements	Perform banking transactions	Make change	Solve practical problems	Calculate gross earnings	Solve income/expense problems	Prepare a budget	Calculate interest	Solve interest problems	Calculate sales tax	Determine income tax	Use calculator for computation	Use computer for computation	Use computer spreadsheets	Apply computing skills	Apply scientific method of inquiry	Conduct experiments	Investigate science ethics	Investigate science history	Investigate/apply economics in technology	Use scientific instruments	Investigate/apply technology	Collect specimens	Identify/classify living organisms	Investigate biological history of the earth	Investigate food chains, webs, pyramids	Investigate/apply principles of human development	Investigate/apply principles of genetics/heredity	Investigate/apply principles of anatomy/physiology	Investigate health issues	Analyze/classify matter	Investigate forms/changes of matter	Investigate forms/changes of energy	Investigate/apply chemical properties	Investigate/apply physical laws	Investigate physical characteristics of the earth	Investigate geological history of the earth	Investigate physical forces acting on the earth	Solve problems of longitude, latitude, and time zones	Investigate conservation of physical resources	Investigate conservation of living resources	Investigate issues of environmental impact	Apply science principles to environmental issues
																								●													●								
														●																															
														●																															
														●																															
														●																															
															●																														
																									●	●																			

CIMC

ORAL COMMUNICATION SKILLS

IN

UNITS OF INSTRUCTION	Oral Presentation									Listening				Interactive Communication										General Relating											
	Make informative presentations	Make persuasive presentations	Present personal opinion/viewpoint	Use good speaking techniques	Select/use words effectively	Use effective body language	Present appropriate appearance	Integrate audio and/or visual materials in oral presentations	Adapt presentation to specific audience	Apply active listening skills	Distinguish fact, opinion, and inference	Draw conclusions/make generalizations	Analyze/identify point of view	Give/follow oral directions	Apply questioning techniques	Conduct/receive interviews	Analyze/apply nonverbal communication	Work effectively in a group	Communicate with clients/customers/patients	Communicate with co-workers	Communicate with supervisors	Communicate with professional colleagues/associates	Apply telephone etiquette	Investigate/apply communication process models	Analyze/apply nonverbal communication	Investigate/apply cross-cultural communication	Interact with co-workers	Interact with supervisors	Interact with clients/customers/patients	Interact with professionalcolleagues/associates	Interact with family/friends	Participate in group activities	Participate in industrial relations/functions	Identify personal values/attitudes	Apply information to life experiences
Orientation to Agricultural Education																																			
Agricultural Safety																																			
Introduction to FFA				●						●								●																	
Parliamentary Procedure					●													●														●			
Making a Group Presentation	●		●	●	●	●	●	●		●																									
Orientation FFA Record Keeping																																			
Inventories and Net Worth																																			
Record-Keeping Transactions																																			
Depreciation																																			
Closing Records																																			
The Livestock Industry				●	●		●							●								●										●			
Beef Breeds and Selection				●	●		●							●								●										●			
Swine Breeds and Selection				●	●		●							●								●										●			
Sheep Breeds and Selection				●	●		●							●								●										●			
Dairy Breeds and Selection				●	●		●							●								●										●			
Horse Breeds and Selection										●					●																				
Livestock Feeding																																			
Introduction to Plant Science															●	●																			
Agricultural Mechanics Orientation/Safety																																			
Arc Welding																																			
Metalwork																																			
Oxy-Gas Cutting																																			
* Use this line for entering your state or local codes for graduation requirements or learner outcomes.																																			

24-HOUR "FAST" FAX SERVICE
1-405-743-5154

Developer of the Nation's Be

INTERPERSONAL OR RELATING SKILLS

CREATIVE THINKING/ PROBLEM SOLVING SKILLS

EMPL

		Teamwork Cooperation															Leadership Influence							Cognitive Activities																				Job Search Selection							
Identify personal values/attitudes	Apply information to life experiences	Identify values/attitudes	Identify needs/drives	Select/apply appropriate behavior	Investigate/identify personal styles	Investigate/identify group/corporate climate	Give/receive feedback	Identify hidden purposes	Investigate/apply group dynamics	Control undesirable/inappropriate behavior	Resolve conflicts	Clarify goals/objectives	Devise "win/win" situations	Build consensus	Generate ideas	Present point of view	Analyze/apply leadership styles	Analyze/apply management styles	Obtain confidence of others	Develop esteem in self/others	Persuade others	Analyze/apply motivation techniques	Provide positive coaching	Collect/record information	Identify critical elements/issues	Define a problem	Identify underlying causes	Apply a problem-solving model	Analyze/synthesize information	Identify/analyze underlying assumptions	Draw conclusions	Predict results/outcomes	Identify/evaluate consequences	Identify/develop alternatives	Evaluate alternatives	Select an alternative	Devise a solution	Create a finished product	Apply intuitive/creative thinking processes	Transfer knowledge/training to new situations	Apply new technology	Develop an action plan	Evaluate results/outcomes	Analyze personal occupational aptitudes/preferences	Investigate employment prospects of a career field/occupation	Investigate training requirements for a career field/occupation	Investigate benefits of a career field/occupation	Compare/evaluate career options	Develop personal career path	Locate appropriate jobs	Analyze duties/requirements/benefits of specific job
																								●																											
																								●		●	●								●	●	●														
							●																●																												
																								●																											
							●								●																●																				
		●																						●																					●			●	●		
																																						●													
																																								●	●										
																								●					●	●	●																				
																													●	●	●																				
																								●					●	●	●																				
																								●					●	●	●																				
																													●	●	●																				
																								●																											
																								●		●				●							●														
																														●																					

MPLOYABILITY SKILLS

SOCIAL STUDIES SKILLS

ch on					Job Aquisition Development														Information Analysis						Social Studies Application										Functional Social Studies														
Investigate benefits of a career field/occupation	Compare/evaluate career options	Develop personal career path	Locate appropriate jobs	Analyze duties/requirements/benefits of specific job	Master specific job task/procedure	Fill in job-related application	Write letter of application	Write personal resume	Interview for a job	Apply business etiquette	Practice good work habits/attitudes	Develop good personal presentation	Develop self-confidence/esteem	Develop effective leadership	Deal effectively with supervisors	Deal effectively with co-workers	Deal effectively with professional colleagues/associates	Deal effectively with customers/clients	Collect/record data	Interpret graphical information	Construct graphical information	Interpret maps/globes	Interpret statistical information	Analyze/interpret demographic information	Investigate/apply U.S. history	Investigate/apply world history	Investigate/apply U.S. geography	Investigate/apply world geography	Investigate/apply principles of government/politics	Investigate/apply principles of economics	Investigate/apply principles of ethics	Investigate/apply principles of psychology	Investigate/apply principles of sociology	Investigate/apply cross-cultural studies	Practice responsible personal economics	Prepare a personal budget	Use credit responsibly	Practice good work ethics	Participate in industrial relations	Interact with people of different races/cultures	Investigate/participate in government	Investigate/apply American legal practices	Select/use sources of information on current events	Analyze current events	Analyze consumer issues	Analyze social issues	Analyze conservation/ecology issues	Analyze social impact of science/technology	Analyze economic impact of science/technology
	●	●																																															
					●							●																																					
					●							●																																					
					●							●																																					
					●							●																																					
					●							●																																					